UNIVERSITY OF CALIFORNIA

Annual Report of Operations

Department of Education Partnerships

12/13
# Table of Contents

1. **Education Partnerships Overview**  
   - Introduction  
   - Overview and 2012-13 Budget

4. **Strategic Plan Implementation**  
   - Student success  
   - Innovations  
   - Research and Evaluation  
   - Private support

13. **Programs and Services**  
   - California Summer School for Mathematics and Science (COSMOS)  
   - Early Academic Outreach Program (EAOP)  
   - P-20 Regional Alliances  
   - Principal Leadership Institutes (PLI)  
   - Teacher Education Programs (TEP)  
   - Science and Math Teacher Initiative (CalTeach)  
   - Transcript Evaluation Service (TES)  
   - Transfer Prep

22. **Intersegmental Programs**  
   - California GEAR UP  
   - California Subject Matter Project (CSMP)  
   - Mathematics Diagnostic Testing Project (MDTP)  
   - Mathematics, Engineering, Science Achievement (MESA)

28. **Education Partnerships Staff, 2012-13**
The Department of Education Partnerships helps the University of California and the state prepare high-quality teachers and strengthen the academic pipeline to bachelor’s degrees and the work force. Established at the UC Office of the President in July 2009, Education Partnerships manages or helps to manage programs and services administered throughout California by practitioners, researchers and community partners. The programs, policies and initiatives for which Education Partnerships is responsible help all students, and in particular the educationally disadvantaged, achieve their greatest potential for academic and career development.

This report of activities for the 2012-13 fiscal year highlights the important role that UC plays in ensuring student access to higher education and to contributing, with its education, business and industry partners, to improving teacher quality and student academic achievement.

The department’s efforts are guided by a multi-year department strategic plan, which aims to improve academic preparation for students, ensure educator access to tools and resources, attain new private support and adopt emerging technologies. Consistent with strategic plan objectives for 2012-13, each program in Education Partnerships has in place an articulated theory of action and an evaluation plan, to ensure that program efforts accomplish the goals of the university and its education partners for preparation and access.
Declines in state budget support for the university continued to pose challenges for UC's academic preparation, teacher/educator preparation, and teacher/educator professional development programs during this year. Despite the budget challenges, programs continued to provide high-quality services to students, teachers, administrators, schools, districts, families and communities.

A key aspect of EP’s expanded reach was the creation in 2012-13 of significant new digital tools and the improvement of other tools. The department inaugurated several new interactive websites and new and improved versions of tools like the online UC Transfer Planner (UCTAP) and Transfer Evaluation Service (TES). Program efficiencies improved, too, as more programs adopted online information systems to better track participant information and enable more accurate reporting and research.

Efforts continued to develop curricula aligned with Common Core standards, to improve the quality and frequency of communications to stakeholders, and to ensure that all UC staff engaged in student academic preparation efforts have access to high-quality staff training on critical issues, including youth protection.

Finally, private support for Education Partnerships’ programs continues to reflect the ongoing interest of business, industry and philanthropy in the role that strong academic preparation plays in students’ future college and career success.

Looking forward, Education Partnerships will continue to implement its strategic plan, building out its suite of interrelated strategies — programs, partnerships and strategic initiatives bolstered by analysis, program evaluation and private support — to ensure the sustainability and future growth of the university's engagement in public education.

The four (4) EP strategic goals are:

1. **Invest in student success**  Ensure that more California students are prepared for higher education and the work force, and complete their education goals.

2. **Develop innovations**  Develop and maintain reliable, adaptable and scalable innovations that enhance service delivery.

3. **Improve research and evaluation**  Implement a sustainable evaluation model for programs and services, ensuring that they are cost-effective, data-driven and reflective of the best research findings available.

4. **Aggressively pursue sustainable funding**  for programs, partnerships and initiatives with a history of providing high-quality services to students and educators.
Education Partnerships is organized into three functional areas:

**Central Services** includes the immediate Office of the Vice Provost and the research, evaluation and resource development functions that support both UC and intersegmental programs.

**UC Program Administration** provides coordination and policy support for UC campus programs such as EAOP, Transfer Prep and P-20 Regional Intersegmental Alliances.

**Intersegmental Program Administration** represents UC’s work as the administrative steward and fiscal agent for several K-12/community college intersegmental programs, in consultation with our K-12 and higher education partners. These programs are the California Subject Matter Project; GEAR UP; Mathematics Diagnostic Testing Project; and Mathematics, Engineering, Science Achievement (MESA).

Education Partnerships also provides an administrative home for the Intersegmental Coordinating Committee of the California Education Round Table, of which the UC president is a member.

### 2012-13 Appropriations by Fund Group

Appropriations to Education Partnerships in 2012-13 totaled $34,434,142, reflecting a decrease of 12 percent from 2011-12 appropriations. This decrease resulted from the removal of the PUENTE Project from the department’s base budget and a decrease in federal funding (No Child Left Behind) for the California Subject Matter Project.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>General Funds</td>
</tr>
<tr>
<td>24%</td>
<td>Federal</td>
</tr>
<tr>
<td>12%</td>
<td>Private Gifts, Contracts and Grants</td>
</tr>
<tr>
<td>29%</td>
<td>Special State Funds</td>
</tr>
</tbody>
</table>

### 2012-13 Expenditures by Functional Area

Expenditures for Education Partnerships in 2012-13 totaled $25,282,758, the majority of which was expended for support services to students, schools, families and communities.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Functional Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>Intersegmental Program Administration</td>
</tr>
<tr>
<td>15%</td>
<td>UC Program Administration</td>
</tr>
<tr>
<td>7%</td>
<td>Central Services</td>
</tr>
</tbody>
</table>
**Student Success**  Programs in Education Partnerships improve preparation for students — access to and success in rigorous curricula (“a–g”/CTE), and college- and career-readiness preparation — in the face of declining school and community college budgets, changes in assessment and evaluation of students, and increasing college admissions standards and costs. Programs and services also ensure that educators have access to and make use of university-offered tools to improve teaching and learning for all students.

**Innovations**  New initiatives are underway within Education Partnerships that can improve service delivery and expand programs' capacity to serve more students. The department made investments in 2012-13 in mobile applications and information systems to advance progress in these areas.

**Research and Evaluation**  Education Partnerships helps develop and monitor the university's array of student academic preparation, educational partnership, and teaching and professional-development programs, always seeking to understand how programs and services relate to K-12 student academic performance and teacher preparation.

**Private Support**  Grants, gifts and other forms of private support enable Education Partnerships to provide a range of services and activities beyond the scope of its state and university funding.
Achieve UC is a new systemwide K-12 initiative aimed at helping more students understand how to prepare for higher education and to encourage them to embark and continue on a path to college.

Achieve UC revolves around visits to local high schools by senior UC campus leaders, combined with college readiness workshops. During each event, high school students have an opportunity to hear from UC leadership about the importance of a college education and the role UC can play in helping them prepare for and gain access to college. They learn about how to save and pay for college and about the resources, including the Blue and Gold Opportunity program, that are available through the University of California. Campus academic preparation staff meet individually with students to help them understand their individual college-readiness status, using reports supplied by UC’s Transcript Evaluation Service (TES), a data system that evaluates student transcripts in 9th-12th grades to identify progress in meeting UC and California State University (CSU) admission requirements. Students also receive materials like college readiness workbooks, “a–g” planners, and other UC preparation resources, for their own use and to share with parents and guardians. In 2012-13, more than 10,000 students participated in Achieve UC.

COLLABORATIONS AND PARTNERSHIPS
To further bolster student success, Education Partnerships continued its support of the following statewide partnerships.

Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) — Education Partnerships continued its financial and programmatic support for ARCHES, enabling the organization to maintain its funding for regional partnerships in rural regions of California. ARCHES supports ongoing regional collaboration aimed at improving student achievement and closing the achievement gap. By helping Pre-K-12, higher education, businesses, unions, governments and community organizations work together on projects that enhance the quality of education, ARCHES helps prepare California students for success in college, career and life.

GLOW Financial Readiness Partnership — For the past two years, Education Partnerships and GLOW — a non-profit organization that provides financial literacy and college financial planning programs, training and student resources to schools and nonprofit partners — have trained EP and UC campus academic staff to deliver GLOW’s financial literacy curriculum to students and families. The partnership has improved the capacity of UC’s academic preparation programs, in particular the Early Academic Outreach Program (EAOP), to increase college enrollment rates for students by providing effective financial literacy curriculum and additional student resources. UC campus academic preparation staff delivered more than 200 hours of financial literacy curriculum to more than 900 students. 16 students received GLOW scholarships totaling $112,000.

In 2012-13 Education Partnerships and GLOW expanded their financial literacy training, along with other financial aid information and tools, to more academic preparation programs and communities. The new efforts are cost-effective, scalable and include engaging training modules targeted at program staff, students and parents. These modules will be made available publicly through a variety of websites and social media platforms.

PROGRAM ADVOCACY
A core element of Education Partnerships’ program advocacy is the Student Leadership Forum (SLF), an annual two-day K-12 and community college student development activity for UC and intersegmental program participants supported by UC’s State Governmental Relations Office. Through the SLF, 200 students from throughout California convene in Sacramento for workshops that develop their leadership and public speaking skills and enable them to meet with legislative staff and representatives, with whom they discuss the impact of programs on their intellectual, social and leadership development.
In addition to the foregoing efforts, Education Partnerships worked to raise the visibility of UC’s contributions to college preparation among UC Office of the President staff and leadership, through a month-long poster display and speaker series in recognition of College Awareness Month (February).

**REVAMPED PROGRAM MODELS**

In 2012-13, programs in Education Partnerships assessed their existing program models, convening review groups to determine the status and alignment of current program frameworks with existing program outcomes. As a result of these assessments, some programs have made major shifts in their delivery models and/or funding approaches:

- P-20 Regional Alliances on each campus have redesigned their approaches, to focus less on individual school services and more on systemic reform in schools.
- The UC Science and Math Teacher Initiative (CalTeach) has adopted a new funding approach. Under the new funding model, half of the current program funds are divided equally among the campuses administering a CalTeach program. The remaining half have been redistributed following a peer review of campus applications. Each undergraduate campus will continue to receive base funding to support program infrastructure, as long as state funds are available.
- The Mathematics, Engineering, Science Achievement (MESA) program concluded its year-long strategic planning effort in 2012-13, and is embarking on changes in program governance, program service structures and core statewide coordination structures.

**STAFF TRAINING AND PROFESSIONAL DEVELOPMENT**

Education Partnerships organized and hosted a number of training and professional development workshops throughout 2012-13, for both UCOP and campus program staff, on policies affecting student access to post-secondary education, data collection protocols, youth protection policies, and best practices in K-12 and community college academic preparation.

**STUDENT AND TEACHER RESOURCES**

In 2012-13 Education Partnerships continued to upgrade collateral materials and websites for statewide programs. Developing collateral materials centrally promotes efficiency in resource use and ensures consistency when presenting programs to students, families and prospective donors.

A new program website was created for the Early Academic Outreach Program (eaop.org) that includes improved functionality to enable students and parents to locate EAOP-serving schools and to download college preparation materials. A new College Readiness Workbook, available in English and Spanish, provides parents with tips and calendars to help students get ready for college. All materials are available as downloads from the EAOP website.

A new website and information system were completed for the California Subject Matter Project (csmp.ucop.edu), as were new collateral materials.
STRATEGIC PLAN IMPLEMENTATION

Innovations

COLLEGE-READY MOBILE APPS

In March 2013, the Berkeley Center for New Media and CITRIS Data and Democracy Initiative co-hosted a College-Readiness “Hackathon” sponsored by Education Partnerships. Nearly 30 students and community members participated in the one-day event. Six teams presented application designs and prototypes, and three winning teams received prizes and the opportunity to present their ideas at a follow-up meeting at UCOP. One of these winning ideas, Picture Yourself, is ready for further development, testing and implementation.

The Picture Yourself application will put contemporary visual storytelling practices (e.g., Instagram, Twitter) to work in improving college access, providing students with a tool for navigating the college process from beginning to end. For students who may not imagine themselves as “college material,” this virtual-becoming serves as a way for them to visualize a future college self, and to use these images as motivation to begin their journey toward college.

ONLINE UC TRANSFER ADMISSION PLANNER (UC TAP)

In 2012-13, Education Partnerships and Student Affairs, along with UC campus admissions and Transfer Prep directors, inaugurated the UC Transfer Admissions Planner (UC TAP). UC TAP is aimed at increasing the number of community college students from underrepresented minority, low-income and educationally disadvantaged backgrounds who complete requirements for transfer to UC, on time and successfully. The enhancement includes new student data fields and reporting mechanisms to allow UC staff to immediately identify transfer-ready students for direct communications, and to conduct targeted outreach and interventions to large cohorts of students. UC TAP also streamlines the UC application process by pre-populating the UC application with a student’s academic information. UC TAP currently has more than 20,000 unique community college student accounts.
LONGITUDINAL ANALYSES

The following longitudinal analyses were completed in 2012-13 by in-house analysts:

1. Percentage of UC applicants, students admitted and students enrolled, who participated in the EAOP, MESA and/or Puente programs, by campus and systemwide, from 2001-2012.

Among the findings:
- Of the underrepresented California high school students that applied to a UC between 2001 and 2012, those who participated in EAOP, MESA and/or Puente programs were consistently more likely to be accepted to UC when compared to under-represented California high school senior applicants who had not participated in these three programs. The results range from a low of 7.6 percent more likely in 2010 to a high of 24 percent more likely in 2012, with a median of 9.9 percent more likely overall.
- Steep funding cuts that began in 2005 have taken a toll: The overall percentage of underrepresented UC enrollees who participated in the EAOP, MESA and/or Puente programs has declined from a median of 27 percent in 2001-2004 to a median of 17.7 percent in 2005-2008, and further dropped to a median of 14.8 percent in 2009-2012.

2. Rates at which Transfer Prep program participants transferred from community colleges to UC campuses, expressed by campus and systemwide, from 2006-2012.

Among the findings:
- In the past two years, underrepresented California community college transfer applicants who participated in the Transfer Prep program were significantly more likely to be accepted to UC when compared to underrepresented California community college transfer applicants who had not participated in a Transfer Prep program: in 2011, underrepresented Transfer Prep participants were 37.4 percent more likely to be accepted to UC than underrepresented non-Transfer Prep participants and in 2012 they were 37.9 percent more likely to be accepted.
- For all California community college transfer applicants (regardless of ethnicity) the numbers are similarly impressive: in 2011, Transfer Prep participants were 32.6 percent more likely to be accepted to UC than non-participants, and in 2012 they were 28.4 percent more likely to be accepted.
REVIEW OF PROGRAM IMPLEMENTATION

In 2012-13, Education Partnerships met the requirements for the timely submission of legislative and other reports for UC programs. A legislative report on the university’s SAPEP programs was not required in 2012-13, but analysis was conducted and outcomes were reported to stakeholders on the university’s largest programs.

Also in 2012-13, program review efforts were consolidated into a new program portfolio review process. To help guide future investment in this work, the Office of the Provost will convene, in 2014, a K-20 Programs Portfolio Review Panel, a body of 10-12 members charged with assessing the overall and relative merits of the university’s current investments and making recommendations to guide future initiatives. The review panel will comprise campus senior leadership, UC faculty and external stakeholders, as appropriate. The panel will provide a final written report to the provost and other senior leaders, and findings will be made available to the UC community. The panel will convene every five years to conduct a new review, assuring continuous and deliberate attention to enhancing the quality of UC’s programs and assuring alignment with UC’s mission and goals.

FACULTY AND CAMPUS RESEARCH PARTNERSHIPS

UC faculty research network — UC campus education deans and department chairs identified researchers on all ten UC campuses working in areas of interest to Education Partnerships. These faculty members were invited to meetings throughout the year to discuss their current research and interests, and how these intersect with, and might inform, the department’s work.

UC campus-based evaluators network — Education Partnerships convened campus evaluators across the UC system to better engage them on shared work: tracking and evaluating the student-focused and educator-focused programs that UC administers. Key topics spanned the nuts and bolts of data collection, analysis, and reporting, and how we can improve our collective efforts to provide more meaningful findings.

Data-sharing agreements — Education Partnerships entered into a new data-sharing agreement with the California State Teachers Retirement System (CalSTRS) that, together with UC’s own data, and data from the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC), will support crucial studies. The intention is to determine how long California public school teachers who received training through UC undergraduate CalTeach and/or graduate teacher education programs remain in the teaching profession.

INDEPENDENT THIRD-PARTY EVALUATIONS

1. EAOP — Program Outcomes

In 2012, Education Partnerships commissioned SRI International to conduct a program review of EAOP to assess the current status and success of EAOP since the last independent evaluation of the program nearly a decade ago, and to shed light on the effects of 10 years of budget reductions.

The findings include the following:

- EAOP students applied to UC and enrolled in college at greater rates than their matched peers, at both the same schools and at roughly similar schools.
- Compared to their peers in the same schools, EAOP students were more likely to have higher cumulative high school GPAs in college preparatory courses.
- The predicted probability of enrolling in a 4-year college or university was 0.49 for EAOP students and 0.35 for comparison students in the same schools.
- Evidence suggests that EAOP is successful at helping students navigate the college application process and adding UC to the list of schools they target.
- EAOP students appear more likely to attend college than their peers, suggesting that EAOP is helping them raise their college aspirations and prompting them to follow through by enrolling at a postsecondary institution, regardless of whether it is a UC campus.
2. Transcript Evaluation Service (TES) — Program Outcomes

A final report of a TES implementation study conducted by MPR Associates, Inc. shows evidence of the potential efficacy of TES, particularly in those schools implementing TES consistently for three or more years.

Among the findings:

- UC application rates of graduates from TES schools grew larger in magnitude in relation to years of participation, past the first two years.
- By year 5, TES schools, on average, experienced a 41 percent increase in graduates applying to UC compared to their base year.
- In six schools in Fresno Unified, characterized as “intensive TES participants”:
  - CSU eligibility rates increased from 20.8 to 37.1, an increase of 78 percent.
  - UC eligibility rates increased from 16.4 to 26.9, an increase of 64 percent.
  - UC “a–g” course completion rates increased from 19.1 to 35.0, an increase of 83 percent.

**EP DATA REPOSITORY**

In 2010, Education Partnerships' Research and Evaluation Unit began a long-term project to create an integrated and comprehensive repository of student-level data for UC’s college-access programs, with the goal of providing decision-makers with easier access to student data going back to 1999. During 2013, steps were completed to standardize formatting, storage and updating of student records. Plans for 2014 include the development of a companion system to standardize data reporting and visualization in support of program planning and research studies.

---

1 Schools were considered intensive TES participants if (1) they made at least one multiple or 10 individual downloads of student TES reports for all cycles in which they uploaded data and (2) in at least one cycle, they made at least four multiple or 30 individual downloads of student TES reports.
The combination of private and public support ensures that, in a time of budget contractions, we can meet core program requirements and augment them with complementary features, as described in the snapshots below.

**Ahmanson Foundation Support** — A grant of $50,000 from the Ahmanson Foundation enables high performing students from low-income families in Los Angeles County to attend COSMOS free of charge.

**Bechtel Foundation Support** — A grant of $250,000 supports the COSMOS program, particularly financial assistance for students from low-income families across the state who qualify for participation in the Federal Free and Reduced Lunch Program. Another grant of $129,000 supports the MESA strategic planning process and student tracking database projects.

**W.M. Keck Foundation Support** — A grant of $100,000 from the Southern California grants program supports COSMOS students from Los Angeles County to attend the summer program.

**Leonetti/O’Connell Family Foundation Support** — An endowment gift of $500,000 and an annual gift of $50,000 make it possible for COSMOS to provide opportunities for outstanding high school teachers in mathematics or science to join the COSMOS community and enhance the learning experiences of all participants, as well as providing the Teacher Fellows with grants to purchase materials and equipment that enhance STEM teaching and learning in their own classrooms.

**Intel Corporation Support** — A grant of $25,000 from the Intel Corporation supports eight COSMOS students from San Diego County and includes a special luncheon on the UC San Diego campus to acknowledge their academic achievements.

**Gilead Sciences Support** — A gift of $50,000 from Gilead Sciences helps to underwrite the California Nobel Laureate Dinner, an annual tradition that honors all California Nobel laureates for their contributions to humankind and the world. In addition to honoring the laureates, the evening is a showcase and benefit for COSMOS.

**NASA Support** — Through its Aero Institute, NASA provided $42,000 to MESA to support a Summer of Innovation for Imperial Valley Field Station and San Diego State University MESA participants. This summer program for students in grades 6-12 is focused on aerospace and engineering.

**East Bay Community Foundation Support** — The East Bay Community Foundation provided $23,000 to MESA at California State University-East Bay, for a summer program for students from West Contra Costa County and Richmond schools. Students learn engineering design principles through inquiry-based projects, with the goal of limiting summer knowledge loss.

**Southern California Edison Support** — A grant of $40,000 from Southern California Edison supports the MESA Student Leadership Council, the student governing body of the MESA Schools Program.
UC Campus Programs and Partnerships  Education Partnerships provides policy guidance, technical assistance and program management support to the UC campuses, in the service of bolstering the university’s efforts to raise student achievement and close achievement gaps. Education Partnerships managers convene campus program directors at regular intervals throughout the fiscal year to conduct strategic planning, share best practices, review program outcomes, manage program improvement plans and coordinate accountability reporting. Campus programs provide direct services to students and their teachers, schools and community colleges, and families and communities. These services extend to the areas of academic enrichment, college advising, college application and financial aid support to more than K-12 teachers and more than 75,000 K-12 and community college students across California.

Intersegmental Programs  Education Partnerships serves as the administrative steward and fiscal agent for four intersegmental programs in consultation with our K-12 and higher education partners: California Subject Matter Project (CSMP); Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP); Mathematics Diagnostic Testing Project; and Mathematics, Engineering, Science Achievement (MESA).

The department provides program oversight and personnel management, fiscal management, operations support and other administrative services to ensure programs’ responsiveness to stakeholder needs, their alignment with the strategic goals of multiple education segments and their financially sustainable operation.
COLLEGE PREPARATION AND ACCESS

Education Partnerships manages, or helps the campuses to manage, three academic preparation programs: California State Summer School for Mathematics and Science (COSMOS), Early Academic Outreach Program (EAOP) and Transfer Prep. 2012-13 activities for these programs are included in this report. The department also provides advice, grant funding, consultation, technical assistance and accountability support for other campus programs in the Student Academic Preparation and Educational Partnerships (SAPEP) portfolio. These include ArtsBridge, Student-Initiated Programs, University-Community Engagement, UC Links and UC Scout (formerly UC College Prep).

P-20 PARTNERSHIPS, TEACHING AND LEADERSHIP

Education Partnerships provides program and policy leadership along a school-focused continuum which includes intersegmental P-20 partnerships, educator preparation, and ongoing professional development to improve teaching and learning. This continuum reflects systemic work at a school level; the recruitment and preparation of K-12 teachers and administrators, and professional development for teachers, teacher leaders, and administrative leaders to ensure all students have equitable college and career options. The department manages, or helps the campuses manage, three campus-based programs and partnerships: UC P-20 Regional Alliances, Science and Math Teacher Initiative (CalTeach) and Principal Leadership Institutes (PLI).

The department also provides advice, grant funding, technical assistance, consultation and accountability support for UC’s schools of education and teacher preparation programs. In addition, the department gives support to other institutions of higher education and state agencies for the work of the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) and the California Academic Partnership Program (CAPP). ARCHES helps regional collaboratives to implement key strategies that have proved effective in closing achievement gaps and increasing college success rates. CAPP develops cooperative efforts to improve the academic quality of public secondary schools in order to advance college preparation for all students.
COSMOS

The California State Summer School for Mathematics and Science (COSMOS) is a four-week summer enrichment program offered at four UC campuses (Davis, Irvine, San Diego and Santa Cruz). The program seeks to foster an engaged student community built around an intensive summer academic experience, led by distinguished science, technology, engineering and mathematics (STEM) faculty and scholars. Education Partnerships provides systemwide coordination, advocacy, fundraising and accountability support for the program.

837 students attended the Summer 2013 program. Fifteen students from out-of-state schools participated. Highlights for COSMOS for 2012-13 include the following:

APPLICATIONS
COSMOS received a record number of applications for its summer 2013 program — nearly 2,400 — attesting to the ongoing popularity in the program.

PROPOSED RELOCATION OF STATEWIDE OFFICE
The Office of the President continues to work with the UC campuses to determine a viable future campus home for COSMOS statewide operations, in order to strengthen faculty oversight of the program and better situate COSMOS within the context of other STEM-related academic programs.

COSMOS aims to reflect the geographic scope of California. In 2013, students from 37 California counties attended a COSMOS program.

COSMOS Statewide Enrollment by California County
(top ten shown)

<table>
<thead>
<tr>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara</td>
<td>165</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>111</td>
</tr>
<tr>
<td>San Diego</td>
<td>82</td>
</tr>
<tr>
<td>Alameda</td>
<td>80</td>
</tr>
<tr>
<td>Orange</td>
<td>62</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>36</td>
</tr>
<tr>
<td>Kern</td>
<td>31</td>
</tr>
<tr>
<td>San Mateo</td>
<td>25</td>
</tr>
<tr>
<td>Riverside</td>
<td>17</td>
</tr>
</tbody>
</table>

COSMOS Statewide Enrollment Snapshot

<table>
<thead>
<tr>
<th>GENDER</th>
<th>48% Female</th>
<th>52% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>79% 4.0+</td>
<td>20% 3.99-3.5</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>52% 11th</td>
<td>35% 10th</td>
</tr>
</tbody>
</table>
Early Academic Outreach Program (EAOP)

The Early Academic Outreach Program (EAOP) is the University of California's largest K-12 academic preparation program. On average, 40,000 K-12 students participate annually in EAOP. EAOP helps students prepare for college and the work force, complete all UC/CSU admissions requirements, and apply for college and financial aid. EAOP also guides families, showing them how to navigate complex college preparation, college application and financial aid processes.

2012-13 HIGHLIGHTS INCLUDE:

EAOP Enrollment Planning
Education Partnerships implemented new enrollment planning and monitoring for EAOP, with campus-specific enrollment targets. The number of students served by EAOP has decreased substantially over a ten-year period, from 88,568 in 2000-01 to 30,876 in 2011-12. Not all of this decrease can be attributed to budget reductions. The new enrollment plan increases total EAOP student participation to 43,000 students by 2016-17, an enrollment that better aligns with EAOP's state resources.

Postsecondary Enrollment
Early and frequent engagement with UC pays off for EAOP participants. Despite increases in the cost of attendance, UC campuses remain among the top college-going destinations for EAOP students.

EAOP Student Top CA 4-year Public College Destinations, 2012-13

<table>
<thead>
<tr>
<th>College</th>
<th>EAOP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLA</td>
<td>306</td>
</tr>
<tr>
<td>UCI</td>
<td>253</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>273</td>
</tr>
<tr>
<td>UCSC</td>
<td>191</td>
</tr>
<tr>
<td>SDSU</td>
<td>191</td>
</tr>
<tr>
<td>CSU Fullerton</td>
<td>176</td>
</tr>
<tr>
<td>UCSB</td>
<td>171</td>
</tr>
<tr>
<td>UCD</td>
<td>168</td>
</tr>
<tr>
<td>CSU Sacramento</td>
<td>156</td>
</tr>
<tr>
<td>UCB</td>
<td>144</td>
</tr>
</tbody>
</table>

EAOP DIRECTORS
Garrett Naiman, Jose Rivas  
Michele Dyke  
Adrienne Grayson  
Debbe Pounds  
Orquidea Largo  
Frances Calvin  
Rafael Hernandez  
Donald Woodson  
Britt Ortiz  
Yesenia Cervantes  

UC Berkeley  
UC Davis  
UC Irvine  
UC Los Angeles  
UC Merced  
UC Riverside  
UC San Diego  
UC San Francisco  
UC Santa Barbara  
UC Santa Cruz
P-20 Regional Alliances are networks of UC campus-based regional partnerships that address the educational achievement gap across grade levels. These partnerships bring together K-12 schools/districts, university leaders, and key business and community partners to help improve academic achievement, college readiness and equitable access to higher education for the region’s underserved student populations.

In 2012-13, P-20 Regional Alliances served over 60,000 K-12 and community college students, 4,000 teachers, administrators and counselors, and over 6,500 parents statewide. This work is currently being conducted in more than 327 elementary, middle and high schools and community colleges across the state.

2012-13 HIGHLIGHTS INCLUDE:

New Program Models
In 2011-12, campuses began developing new strategies to better position P-20 in their support of schools through a more coordinated and coherent approach, and to leverage funds for campus-wide and intersegmental academic preparation initiatives. Building on these efforts in 2012-13, systemwide P-20 Alliances focused on developing a new logic model and framework, as well as strengthening coordination between UC and other statewide educational collaboratives. Campuses are revising their P-20 efforts to work within a common framework, with measurable outcomes. The new framework will reflect a conceptual shift of P-20 Alliances from a program, or group of services, to a strategy, designed to improve student achievement through systemic reform. A newly developed UC Partnership Assessment Tool will more accurately capture the essence and complexities of partnership work. This will be used in part to capture the effectiveness and impact of our P-20 Regional Alliances, starting in 2013-14.

Over 60 percent of the schools served by P-20 Regional Alliances were in the bottom fiftieth percentile on the state's Academic Performance Index (API).

API Ranking of P-20 Schools, 2011-12

<table>
<thead>
<tr>
<th>API</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

Students served through UC’s P-20 Regional Alliances are highly diverse (over 86 percent are from ethnically/racially diverse backgrounds). 20 percent are English learners, and most are first-generation college going students.

Ethnicity of Students at P-20 Schools, 2011-12

- 197,981 Latino/Chicano
- 56,729 White
- 22,172 Asian
- 18,410 African American
- 6,035 Other / two or more races / don't know
- 1,270 Native American

P-20 REGIONAL ALLIANCES LEADERS

- Marsha Jaeger, Gail Kaufman, UC Berkeley
- Michele Dyke, Vajra Watson, UC Davis
- Stephanie Reyes-Tuccio, Chair, Santana Ruiz, UC Irvine
- Jody Priselac, UC Los Angeles
- Jorge Aguilar, Orquidea Largo, UC Merced
- Linda Braatz-Brown, Pamela Clute, UC Riverside
- Mica Pollock, Susan Yonezawa, UC San Diego
- Orlando Elizondo, Don Woodson, UC San Francisco
- Jane Conoley, Mario Castellanos, UC Santa Barbara
- Catherine Cooper, Maria Rocha-Ruiz, UC Santa Cruz
The Principal Leadership Institutes (PLI) prepare and support a diverse group of educational leaders committed to the principles of academic excellence, equity and integrity, in the service of improving achievement and opportunity for students in urban schools. In response to California legislation and a shortage of well-prepared urban school administrators, the University of California established the Principal Leadership Institute programs in 2000 at UC Berkeley (UCB) and UC Los Angeles (UCLA). PLI is designed to attract outstanding educators who have an interest in and recognized potential for pursuing administrative positions in K12 schools, and to prepare this next generation of urban school leaders for the unique environments these schools present. Along with completion of the courses required for the California Tier 1 Administrative Credential, the PLI programs grant at least a Master’s degree and coursework that may apply to a doctoral degree.

Graduates from the PLI programs at both UCB and UCLA are well-prepared, diverse and strongly committed to serving in leadership roles in high-need, urban schools.

PLI is designed to attract outstanding educators who have administrative interests and recognized potential, and to prepare the next generation of urban school leaders.

2012-13 HIGHLIGHTS INCLUDE:
Since 2000, Principal Leadership Institutes at UC Berkeley and UCLA have produced nearly 900 graduates — education leaders prepared to tackle the most critical needs of California’s urban students, schools and communities. PLI graduates have been recipients of some of the state’s highest awards and honors in the field of education, including CA Title I Academic Achievement, Principal of the Year, Academic Excellence, and CA Distinguished School awards. The level of retention of PLI graduates within the field of education is high.

79 percent of PLI graduates who are school principals serve in high-poverty schools. In 2012-13, PLI continued its successful placement of PLI graduates in leadership roles in high-poverty schools, despite reductions to the program and to the K-12 teaching force that resulted in many administrators being placed back into teaching positions. 100 percent of the principals leading high-poverty schools demonstrated growth on the API during this period, with an average growth of 50 points.

UC Berkeley PLI
- 98 percent of UC Berkeley’s PLI graduates remain in education, most in California.
- 90 percent of PLI graduates are working in urban schools in California; of those, 88 percent work in the greater San Francisco Bay Area.
- The retention rate for PLI graduates who assume leadership positions requiring the administrative credential is 95 percent.
- 53 percent of PLI graduates serve as principals or assistant principals.
- Of the 2012-13 PLI cohort, 62 percent were from underrepresented ethnic and racial backgrounds (50 percent over all cohorts).
- Between 2005-2012, ten California Distinguished School Awards, honoring California schools that have demonstrated educational excellence and made significant gains in narrowing the achievement gap, were presented to schools led by PLI graduates.

UCLA PLI
- The vast majority of UCLA’s PLI graduates are serving as principals or education leaders in high-need schools located predominantly in low-income communities of color.
- 74 percent of the 2012-13 cohort were from underrepresented ethnic and racial backgrounds.
- 87 percent serve in high-need, high-poverty schools in the greater Los Angeles region.
- 91 percent of UCLA’s most recent PLI cohort stated that the program was “extremely” or “very” effective.
- 93 percent of the most recent cohort serve in underperforming schools in urban settings.

Principal Leadership Institute Faculty and Program Directors
W. Norton Grubb, Rebecca Cheung UC Berkeley
Robert Cooper, John Rogers, Nancy Parachini UC Los Angeles
UC's Teacher Education Programs (TEP) represent a meeting of the research, teaching and public service missions of the University of California. They focus on advancing teacher quality and leadership through the integration of deep content knowledge and practice at multiple levels, addressing educational inequities and preparing teachers to serve California's diverse student population. These initiatives aim to strengthen educational experiences and outcomes for students and educators by creating intentional collaborations in teaching, data analysis and research.

2012-13 HIGHLIGHTS INCLUDE:
- In 2011-12, a total of 837 UC TEP graduates were recommended for a credential. From 2008-2012, over 2,800 teacher candidates completed a UC Teacher Education Program.
- In response to state and national focus on STEM, UC’s teacher education efforts have been successful in supporting aspiring STEM teachers in programs statewide. 27 percent of the single-subject credentials recommended in 2011-12 were in STEM fields.
- In 2011-12, over 40 percent of the TEP candidates were students of color.
- UC TEPs endeavor to place teachers in low API/hard-to-staff schools. While it is difficult to track employment, 4 of the 8 TEPs were able to report in 2011-12 that 244 (60 percent) of their candidates who were recommended for credentials were placed in low-API/hard-to-staff schools.

TEACHER EDUCATION DEANS AND CHAIRS
Judith Warren Little  
UC Berkeley
Harold Levine  
UC Davis
Deborah Lowe Vandell  
UC Irvine
Marcelo Suarez-Orozco  
UC Los Angeles
Doug Mitchell  
UC Riverside
Amanda Datnow  
UC San Diego
Jane Conoley  
UC Santa Barbara
Kip Tellez  
UC Santa Cruz

TEACHER EDUCATION DIRECTORS
Richard Sterling  
UC Berkeley
Christian Faltis  
UC Davis
Judi Conroy  
UC Irvine
Annamarie Francois  
UC Los Angeles
Anne Jones  
UC Riverside
Cheryl Forbes  
UC San Diego
Tine Sloan  
UC Santa Barbara
Beth Dyer  
UC Santa Cruz

1 From the UC Teacher Education Programs, Credentials and Degrees by the Numbers Surveys, 2012.
2 Ibid.
3 One TEP did not provide ethnicity data for their candidates.
The **Science and Math Teacher Initiative** (CalTeach) recruits and prepares math and science majors for future teaching careers by providing special coursework and field experiences in K-12 schools while participants complete their undergraduate degrees.

**2012-13 Highlights Include:**

**New Program Model: Competitive Funding to Spur Innovation in STEM Teacher Production**

In 2012-13, Education Partnerships launched a new competitive funding approach for a portion of the program's current funding. Campuses submitted proposals describing innovations in their CalTeach programs that would strengthen the programs' effectiveness. Awards were made through an external peer review process of campus applications. Each undergraduate campus will continue to receive some funding to support CalTeach infrastructure, as long as state funds are available; these funds can continue to serve as matching funds for other competitive programs.

Despite state and national challenges in attracting new teachers to the profession, the CalTeach program has been successfully creating pathways for increasing the number of undergraduate STEM majors who go on to pursue careers in teaching math or science. Enrollment in the CalTeach program systemwide has grown considerably since its launch in 2005-06, demonstrating an increased interest among STEM majors in becoming math and science teachers, even during a time when teacher ranks are decreasing.

- Over 6,600 undergraduate students have participated in CalTeach since the program's inception.
- In 2011-12, nearly 2,400 students were enrolled in a CalTeach program at one of 9 UC campuses.
- CalTeach students are highly diverse (64 percent are African American/Black, Asian or Hispanic/Latino/a) and many are the first in their families to attend college (43 percent among CalTeach STEM majors).
- Since the program began in 2005, nearly 790 math and science teaching credentials have been issued to CalTeach graduates. Of particular note, there was a one-year increase of 200 math and science credentials between 2010-11 and 2011-12.

**CalTeach Participants with Mathematics & Science Credentials by Subject, 2006-07 to 2011-12**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Math</th>
<th>Science</th>
<th>Supplemental</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>50</td>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2011-12</td>
<td>250</td>
<td>250</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

Source: California Commission on Teacher Credentialing.

Note: Supplemental authorizations included animal science, plant science, introductory mathematics, and introductory science.

Of the 289 CalTeach graduates enrolled in a post-baccalaureate teacher preparation program offered by UC or CSU in 2011-12, 76 percent were enrolled in a UC teacher education program. This represents a one-year increase of 14 percent in the number of CalTeach graduates who enrolled in a UC teacher preparation program. 92 percent of those enrolled in a UC Teacher Education Program were seeking a math or science single subject credential.

**SMI Executive Committee**

Deborah Nolan, UC Berkeley
George Johnson (Incoming Chair), UC Davis
Al Bennett, UC Irvine
Joseph Rudnick, UC Los Angeles
Juan Meza, UC Merced
Pamela Clute, UC Riverside
Jeffrey Remmel, UC San Diego
Bruce Alberts, UC San Francisco
Jane Conoley (Past Chair), UC Santa Barbara
Paul Koch, UC Santa Cruz
Transcript Evaluation Service (TES) helps to increase the number of students who are academically prepared for college after high school. TES evaluates student transcripts in 9th-12th grades to identify progress in completing “a–g” courses and in meeting UC/CSU requirements.

In 2012-13, the TES system evaluated transcripts for more than 246,000 students attending 146 California public high schools.

2012-13 HIGHLIGHTS INCLUDE:

Program Expansion
A three-phase plan to redesign TES into a sustainable application, able to serve all or most California secondary and intermediate schools, is now underway. The potential customer base of an expanded system is approximately 1,300 public high schools and an additional 1,300 public middle schools.

Phase One: RFP for a New TES System
Phase one entails developing and posting a request for proposals, ultimately to contract with a qualified vendor to develop and implement a redesigned and expanded TES system.

Phase Two: Data Partnerships
In support of the new California College Guidance Initiative (CCGI) sponsored by the Intersegmental Coordinating Committee (ICC) of the California Education Round Table (CERT) and administered by the California Community College Chancellor’s Office (CCCCO), TES will be used to process 14 CCGI pilot schools. TES will serve as the transcript-submission, data-validation, and outcomes-evaluations component of the CCGI.

TES is serving its target population. On average, across the first seven cycles:

- 67 percent of students in TES schools were economically disadvantaged (as defined by eligibility for free/reduced lunch).
- 27 percent were English language learners.
- 76 percent were from underrepresented minority groups (defined as African American and Latino/a).

TES IMPLEMENTATION PARTNERS

Julie Mendoza
Mike Munoz
Gail Kaufman, Eleazar Jimenez, David Stern
Michele Dyke
Adrienne Grayson, Santana Ruiz
Debbe Pounds
Jorge Aguilar, Oriquidea Largo
Francis Calvin
Yesenia Cervantes
Lisa Figueroa, Britt Ortiz

ARCHES
Rio Hondo College
UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
UC Merced
UC Riverside
U C Santa Cruz
UC Santa Barbara
Transfer Prep programs on the nine undergraduate campuses increase the number of educationally disadvantaged California community college students who transfer to the University of California. From their initial exploration of entering community college with the goal of transferring, students can enlist Transfer Prep to help them identify and complete the necessary coursework and achieve the GPA required for the UC campus they have chosen. Candidates are guided throughout the transfer process by academic preparation programs, individual advising and peer mentoring.

2012-13 HIGHLIGHTS INCLUDE:

Enrollment Planning
UC Transfer Prep enrollment planning and monitoring aims to establish an accurate count of program participants while demonstrating growth in serving greater numbers of prospective transfer students at California community colleges. Since 2008-09, reported Transfer Prep participation has fluctuated between a high of 28,131 in 2010-11 to a low of 19,152 in 2011-12. Under the new plan, each campus has specific enrollment targets that will increase total Transfer Prep student participation to 26,654 students by 2016-17.

Transfer Planner
In 2012-13 Education Partnerships continued to develop materials to market the university's transfer preparation programs and tools, while satisfying California community college students' need for guidance. A newly created Transfer Planner was distributed to campuses, made available on public websites, and distributed throughout the state at various events. The Transfer Planner provides useful tips, deadlines, and resources to support prospective students while they plan and navigate their transfer path.

UC Transfer Admission Planner Online Tool (UC TAP)
UC TAP is an online tool to help prospective UC transfer students track and plan their coursework. Students can use the Transfer Admission Planner to enter their coursework (completed and planned) from the very beginning of their college careers, or at any point when they decide to transfer to a UC campus. The planner helps students track their progress toward meeting UC's minimum requirements, and allows UC staff to communicate important information to prospective transfer students.

Transfer Prep Student Top CA Public Transfer Destinations, 2011-12

<table>
<thead>
<tr>
<th>UC Campus</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSB</td>
<td>659</td>
</tr>
<tr>
<td>UCLA</td>
<td>479</td>
</tr>
<tr>
<td>UCB</td>
<td>319</td>
</tr>
<tr>
<td>UCSD</td>
<td>163</td>
</tr>
<tr>
<td>UCD</td>
<td>157</td>
</tr>
<tr>
<td>SDSU</td>
<td>127</td>
</tr>
<tr>
<td>UCI</td>
<td>111</td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>93</td>
</tr>
<tr>
<td>UCSC</td>
<td>86</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>84</td>
</tr>
</tbody>
</table>

TRANSFER PREP DIRECTORS

Marsha Jaeger       UC Berkeley
Michele Dyke        UC Davis
Elaine Lipiz-Gonzalez UC Irvine
Alfred Herrera      UC Los Angeles
Dustin Noji         UC Merced
Ricardo Vargas      UC Riverside
Timothy Borch       UC San Diego
Blia Yang           UC Santa Barbara
David Kamimoto      UC Santa Cruz
Intersegmental Programs

Intersegmental programs provide direct services to students, their schools and families, teachers, counselors and other educators. Services include academic enrichment, college advising and professional development for teachers and counselors.

California GEAR UP

Sponsored by the California Education Round Table at the Governor’s request, the California State GEAR UP grant is administered by the University of California. This federal initiative is designed to give more low-income students the skills, encouragement and preparation needed to pursue postsecondary education. In 2011, California GEAR UP was funded for its third six-year cycle. 47 middle schools have been selected to participate in the new program.

To accomplish its goals, the GEAR UP program consists of three models that are expected to be sustainable after the end of this grant cycle and whose commonality is their focus on improvement in mathematical proficiency.

• **The Bridge for Students Model** focuses on Elk Grove Unified School District and aims to increase by 20 the number of Bridge students achieving at grade-appropriate levels in mathematics, as compared to the 2010-11 class at the school.

• **The Whole School Model** focused on teachers, administrators, counselors and families who receive services designed to create whole-school change. The Whole School Model aims to increase by five percent the number of students at each participating GEAR UP school who are performing at grade-appropriate levels in mathematics, as compared to the performance of these students at these schools in 2010-11.

• **The Educational System Transformational Model** expands the program’s reach by offering resources, information and events to have a positive impact on the larger educational enterprise.

2012-13 HIGHLIGHTS INCLUDE:

**Bridge for Students Model**

- **College and Career Readiness Workshops:** All 493 students attended grade-specific workshops to enhance their understanding of the necessary steps to meet both high school graduation and college admission requirements: developing effective study skills, designating academic goals and plans to meet those goals, exploring careers and establishing accounts on CaliforniaColleges.edu.

- **Leadership Skills Initiative:** 25 male students participated in academic services to assist them in becoming school and community leaders by engaging with their peer group, school counselors, mentors and leadership coaches. In addition, 20 female students learned social and character skills, coaching and community enrichment.

- **CORE Values:** 160 students learned core values such as discipline, self-control, citizenship, kindness, respect, courtesy, perseverance and a healthy physical lifestyle.

- **Family Engagement:** 300 families were informed about the college preparation process, courses that students should enroll in high school, and ways to remain engaged with their students and the school.

- **Education Trust Awards:** 72 eighth grade students submitted applications for Education Trust Awards. Of that number, 25 students received awards and five students were designated as alternates. With individual awards of $2,000, a total of $50,000 total awarded to the cohort in 2012-13.

- **College and Career Development:** Students visited local campuses and businesses. In addition, 90 incoming high school freshmen in the cohort spent six weeks in summer 2013 receiving either mathematics or English support, based on their scores on the California Standards Test the previous year.

**Whole School Services Model**

Leadership Teams formed at each school held an average of six meetings this year. All schools implemented Professional Development Action Plans. On average, the scores of GEAR UP schools improved on nine California Standards Tests in 2012 in contrast to 2011. Over 25 percent more schools and 27 percent more teachers used the online version of the Mathematics Diagnostic Testing Program’s tests this year than did so last year.
Educational System Transformation Model

Regional network — This year was spent identifying potential participants and cultivating relationships for a statewide regional network that includes current and former GEAR UP schools, 2010 school selection applicants, GEAR UP Partnership projects, and community-based educational organizations.

Geographic Information System (GIS) mapping and data collection — With program partners and WestEd — the program evaluator — GEAR UP is developing the capacity to access, track, and coordinate statewide individual school level data for program planning.

Counseling Initiative and Family Engagement — Discussions are underway to develop programs, materials, and events specific to middle grades counseling and family engagement strategies.

TOOLS Conferences — California GEAR UP co-sponsored four regional conferences featuring concurrent sessions on eight effective tools developed by this program and its partners for preparing students for access and success in higher education. More than 600 educators representing public schools, higher educational institutions, and community-based organizations attended these conferences.

Participation in Policy-Setting Organizations — During this reporting period, program staff participated in the California League of Middle Schools, the California Middle Grades Alliance, the California Educational Round Table Intersegmental Coordinating Committee (ICC), the National Forum to Accelerate Middle Grades Reform, and the National Council for Community and Education Partnerships.

Program Evaluation

Evaluation surveys administered since the start of this year show consistently high ratings for the program’s professional development services and the quality and effectiveness of program resources and tools.

WestEd has assembled a strong team whose members have engaged in the following activities to date:

- Developed a comprehensive Evaluation Framework for the Whole School Model that is aligned to the School Self-Assessment Rubric.
- Designed an automated paperless system for collecting and tabulating Annual School Survey data.
- Implemented automated tabulation of questionnaires and evaluation surveys that utilize optical mark recognition software.
- Converted annual Principal and Site Contact surveys to online instruments that can be completed using a web-based survey application.
- Pilot-tested a student survey incorporating the five United States Department of Education mandated questions on student aspirations and knowledge regarding college-going.
- Created customized reports and tools for school coaches that provided key data from the Annual School Survey and California Department of Education data collections.
- Assisted staff to develop instruments to collect student activity data for the Bridge for Students Model.
- Conducted webinars with GEAR UP schools to train staff to complete the Annual School Survey.
- Conducted webinars with GEAR UP staff in the Whole School Model to review Annual School Survey results, event evaluation surveys, and other key data.
- Provided GEAR UP leadership and staff with current educational research and research literature reviews.

CALIFORNIA GEAR UP LEADERSHIP

Penny Edgert  Principal Investigator
Shelley Davis  Director
The California Subject Matter Project (CSMP) is a statewide network of subject-specific professional development programs for teachers. The University of California Office of the President administers CSMP.

CSMP is an intersegmental, collaborative program of regional schools and universities, bringing together K-12, college, and university faculty in a variety of institutes and yearlong programs. CSMP participants engage in the study and practice of subject disciplines and explore effective approaches to teaching, all within a climate that supports reflection and critique. Participation in the CSMP is designed to foster the development, over time, of teachers’ capability for leadership within schools and within a larger educational arena. CSMP sites are located on UC, CSU, and independent university and college campuses.

As California works to support educators in implementing the new Common Core, English Language Development, Career Technical Education, and content-specific standards, CSMP represents a critical resource. The infrastructure of expert teacher leaders and professional development providers who are working with teachers to engage students in rigorous academic work across all content areas provides the state with a strong foundation in its efforts to incorporate the new standards and upcoming Smarter Balanced Assessment Consortium (SBAC) assessments.

2012-13 HIGHLIGHTS INCLUDE:

Program Participation — More than half of the educators served by CSMP projects work at low-performing schools (API 1-5). Of all CSMP participants, more than 90 percent attend professional development programs voluntarily, and nearly 70 percent of them attend two or more activities each year. In 2012-13, CSMP conducted 2,470 programs for more than 28,000 California educators from 5,892 schools.1

CSMP Research — A 2013 review of research conducted over the last eight years on CSMP provides a promising body of evidence for the effectiveness of CSMP professional development programs on improving teacher and student outcomes. Of the 15 reviewed studies, 10 showed significant positive effects of interventions on student achievement as measured by standardized exams, or researcher- or professional development provider-developed assessments. Five studies found significant positive effects of interventions on teacher outcomes as measured by teacher surveys, classroom observations, and professional development provider-created teacher knowledge assessments.

Teacher Feedback — CSMP continues its decade-long collaboration with SRI International in an effort to better understand the impact of its professional development (PD) programs and activities on participating teachers, their professional communities and their students. With CSMP’s projects providing PD in nine different subject areas across a wide range of communities, it has proven challenging to establish a causal link between the PD it offers and student achievement. However, one pivotal element of CSMP’s model — its emphasis on long-term, sustained (“core”) programs as a means of improving PD quality — was highlighted as the basis for a recent evaluation of CSMP’s impact on teachers and their students, and the teacher survey employed a proxy for measuring impact, as staff members work to outline future studies and metrics to take its place. Administering surveys to teachers who took part in these “core” programs, SRI researchers found that participation in CSMP professional development has a positive effect on student learning (student achievement, conceptual understanding, engagement in activities, and reasoning skills), on building skills for the state’s English Language Learners (ELLs), as well as a number of other instruction-related measures (SRI International, 2011, Evaluation of the CSMP: CSMP pilot survey).

---

1 Source: CSMP NCLB Annual Report, 2011-12, CSMP Information System and Database. Number of schools and participants may include duplicates because unique individuals and schools may participate in multiple programs.
New Initiatives

Pilot Study — CSMP has launched a cross-project pilot study of 4 projects (California International Studies Project, California Mathematics Project, California Physical Education-Health Project, and California Reading and Literature Project) to gauge the extent to which CSMP professional development prepares teachers to engage students in rigorous academic work.

Standards Alignment — All CSMP projects are revising existing programs and creating new programs to align with newly-adopted Common Core and English Language Development (ELD) state standards.

Common Core State Standards — The California Arts Project (TCP), in collaboration with the California Department of Education (CDE), completed a third Professional Learning Module — Common Core State Standards English Language Arts (ELA): Content Literacy for Technical Subjects.

CSMP EXECUTIVE DIRECTORS

The California Arts Project
Kristine Alexander CSU San Bernardino

California History-Social Science Project
Nancy McTygue UC Davis

California International Studies Project
Ron Herring University of the Pacific

California Math Project
Kyndall Brown UC Los Angeles

California Physical Education-Health Project
Susan Wilkinson San Jose State University

California Reading and Literature Project
Deborah Costa-Hernandez UC San Diego

California Science Project
Maria Simani UC Riverside

California World Language Project
Duarte Silva Stanford University

California Writing Project
Jayne Marlink UC Berkeley

Effect of CSMP Professional Development on Participants’ Teaching

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Great or Moderate extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved ability to teach to diverse students (ELs, special needs, low skills, low literacy, etc...)</td>
<td>75.28 percent</td>
</tr>
<tr>
<td>Provided new standards-based instructional ideas</td>
<td>88.52 percent</td>
</tr>
<tr>
<td>Improved connections with other content area teachers</td>
<td>81.41 percent</td>
</tr>
<tr>
<td>Changed strategies used to deliver instruction</td>
<td>88.48 percent</td>
</tr>
<tr>
<td>Increased content knowledge</td>
<td>87.73 percent</td>
</tr>
</tbody>
</table>
Mathematics Diagnostic Testing Project (MDTP)

Housed at UC San Diego, the Mathematics Diagnostic Testing Project (MDTP) helps California’s teachers prepare students for success in the further study of mathematics by identifying strengths and weaknesses in their students’ conceptual understanding and procedural skills.

MDTP provides diagnostic testing materials and services without charge to K-12 teachers, schools and districts in California. MDTP materials and scoring services are provided with support from the California Academic Partnership Program (CAPP) which is administered by the Trustees of the California State University in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges and the Superintendent of Public Instruction. The CSU Chancellor’s Office and the UC Office of the President also support the MDTP Workgroup, which is responsible for test development, statewide coordination, and oversight of the ten regional sites hosted by CSU and UC campuses.

MDTP scored 447,576 paper tests in 1,833 schools for 6,786 teachers in 2011-12 statewide.

2012-13 HIGHLIGHTS INCLUDE:

New MDTP Test Releases
In fall 2012, MDTP released two new tests:

- The CAHSEE Preparatory (CP) Diagnostic Test, which is designed to identify student misunderstandings of critical concepts and skills that are tested on the CAHSEE so that teachers can address these deficiencies through their teaching. Early demand for the new CP test was high. MDTP scored more than 25,000 CP tests in 2012-13.

- The Calculus Readiness (CR) Test, a 45-item test which is an updated version of the two previously released CR tests.

Tests in Development
The MDTP began field-testing a number of tests, including a new version of its Pre-Algebra Readiness test in middle and high schools throughout the state, in order to align its work with the implementation of the Common Core State Standards in Mathematics.

Plans are underway for new tests for the Common Core Mathematics Grade 7 and Grade 8 and High School Algebra I courses.

Online Test Scoring and Results
In 2011-12 MDTP expanded its use of the Daskala platform for online, immediate delivery of diagnostic test results to teachers. Daskala enables real-time results that can be used to modify same-day instruction with longitudinal pattern analysis of students’ mathematics performance. The percentage of scoring for online testing continued to increase, growing from 6.9 percent last year to over 10 percent this year.

MDTP provided detailed and specific feedback for all three revisions of the SMARTER Balanced Assessment Consortium (SBAC) Content Specifications, with Content Mapping for the Summative Assessment of the Common Core State Standards for Mathematics, and for the Achievement Level Descriptors and College Content-Readiness.

MDTP WORKGROUP MEMBERS
Steven McCauley Cal Poly Pomona
John Wilkins CSU Dominguez Hills
Magnhild Lien CSU Northridge
John Sarli (chair), Laura Wallace CSU San Bernardino
Liz Brookins El Camino High School, Oceanside
Jolanta Walukiewicz El Cerrito High School
Pat King Holmes Junior High School, Davis
Edward T. Migliore Monterey Peninsula College
Carol Cronk San Bernardino County Superintendent of Schools
MaryAnne Anthony Santa Ana College
Brian Jersky St. Mary’s College and UC San Francisco
Rob Gould, Bruce Rothschild UC Los Angeles
Bruce Arnold, Laura Stevens UC San Diego
Bruce Cooperstein (co-chair) UC Santa Cruz

MDTP REGIONAL SITE DIRECTORS
Sergei Fomin CSU Chico
Maria Nogin CSU Fresno
David Pagni CSU Fullerton
John Sarli CSU San Bernardino
Kate Riley CSU San Luis Obispo
Emiliano Gomez UC Berkeley
Grant Acosta UC Davis
Mary Sirody UC Los Angeles
Bruce Arnold UC San Diego
Ed Migliore UC Santa Cruz
INTERSEGMENTAL PROGRAMS

Mathematics, Engineering, Science Achievement (MESA)

With a focus on STEM education and workforce preparation, the Mathematics, Engineering, Science Achievement (MESA) program helps K-12, community college and four-year college 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.

HIGHLIGHTS FOR MESA DURING 2012-13 INCLUDE THE FOLLOWING:

Virtual MESA Academy for Science and Mathematics Educators (vMASME) — For two decades the MESA Academy for Science and Mathematics Educators (MASME) has brought together MESA teacher/advisors in the summer for a long weekend of professional development activity. In 2012-13 MASME went virtual and became vMASME. Approximately 150 teachers from across the state participated online in two plenary sessions (one from NASA, the other from Discover Education) and up to four concurrent workshops of their choice from two tracks of offerings and 12 specific classes over the two days. Through vMASME, MESA provided teachers with an effective professional development experience, at a cost of approximately one-sixth of the traditional MASME format.

New Strategic Plan — In 2013 MESA completed a two-year effort to develop a new strategic plan for the organization, an effort supported by generous grant funding from the Stephen Bechtel Family Foundation. The California MESA multi-year strategic plan (California MESA for Greater Student Impact) outlines a new direction for MESA that responds to the current educational environment in California. The primary goal of the new plan is to align MESA components across segments, leading to scale. To accomplish this goal, the strategic plan recommends re-structuring the program in key areas: governance, program service structures and core statewide coordination structures. Implementation planning is underway and expected to be completed by May, 2014.

MESA Student Competitions — Markham Middle School, an LAUSD school from Watts served by the Orange County MESA Schools Program (MESA Schools Program at UC Irvine), won first place in the middle school competition of the MESA USA National Engineering Design Competition, held in Portland, Oregon. Los Angeles High School, also from LAUSD and served by the UCLA MESA Schools Program, took second place in the high school division. This was the first appearance for both schools at the national event. Student teams built a prosthetic arm which could perform a series of tasks.

In 2012-13 MESA sponsored the third annual Mathematics Challenge for California Community College MESA participants. Mathematics was chosen because it represents the primary language of STEM fields, and students must master it, and also because the mathematics preparation issue has been such an important challenge for students and institutions. The exam was prepared by community college staff and faculty and distributed to all the centers. The winners for 2012-13 were College of the Desert in first, East Los Angeles College second and San Joaquin Delta College third.

Postsecondary Enrollment
Early and frequent engagement with higher education institutions pays off for MESA participants. Despite increases in the cost of attendance, UC campuses remain among the top college-going destination for MESA students.

MESA Student Top CA Public College Destinations, 2011-12

<table>
<thead>
<tr>
<th>College</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCI</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>UCD</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>CSU Sacramento</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>UCLA</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>UCSB</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>UCB</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>UCSC</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>UCSD</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>CAL Poly Pomona</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

MESA STATEWIDE OFFICE LEADERSHIP
Oscar Porter  Executive Director
Teri Lee  Director-Communications
Juanita Muniz-Torres  Director-Programs
Julian Martinez  Director-Development

Education Partnerships Staff

University of California Office of the President
Department of Education Partnerships
510.987.9776
edpartnerships@ucop.edu
ucop.edu/edpartners
twitter.com/UCedpartners

Central Services

Immediate Office
Yvette Gullatt
Assistant Vice Provost
and Executive Director
Susan Brandabur
Editor
Carlos Lemos
Special Assistant
Gina Mortenson
Executive Assistant
Lisa Tran
Publication and
Production Specialist

Research and Evaluation
Rikki Baum
Director
Nihar Bhatt
Data Analyst
Jungwon Huh
Research Analyst
Ravinder Singh
Research Coordinator

Resource Development
Dante Noto
Director

Operations
Julie Chen
Operations Coordinator
Maria Chung
Research Administrator
Tommy Lam
Financial Analyst
Kuulei Robinson
Administrative Analyst
Rosaura Rojas-Ramos
Administrative Assistant
PROGRAM ADMINISTRATION

College Preparation and Access
Reginald Hillmon
Deputy Director
Charlene Hughes
Analyst
Matthew Cabrera
Patti Chaplin
Pamela Day
Donnelly Fenn
Tammy Gelow
Joyce Green
 Diedra Jones
Katie Keen
Nancy Parsons
Phyliss Thornsberry
Kathy Toy
Jennifer Uter
Transcript Evaluators

GEAR UP
Shelley Davis
Director
Sean Brennan
Communications Coordinator
Ann Carnes
Professional Development Manager
Kay Coelho
Administrative Assistant
Renee East
Administrative Assistant
Blaze Farrar
Budget Analyst
Bernadette Ramirez
Administrative Program Manager
Crystal Robinson
Bridge Project Manager
Cynthia Rodriguez
School Services Manager
Natalie Smyers
Administrative Assistant
Kandis Spencer
Administrative Assistant
Jill Campbell
Martin De Mucha Flores
Frank Holmes
Michelle Molitor
Barbara Sedano
 Jon Sides
Brad Trimble
Mary Unverferth
School Services Coaches

Intersegmental Coordinating Committee of the California Education Round Table
Penny Edgert
Executive Director
Michael Burton
Manager, Student Friendly Services
Vicki Lovotti
Analyst
Julie Mendoza
Director, ARCHES Research

MESA
Oscar Porter
Executive Director
Marilyn Baker
Administrative Assistant
Jesus Barot
Senior Analyst
Mae Cendana Torlakson
Resource Development Analyst
Justin Ilumin
Senior Analyst
Sandra Jacoby
Administrative Assistant
Julian Martinez
Director
Resource Development
Danielle McNamara
Communications Coordinator
Juanita Muniz-Torres
Director, Programs

P-20 Partnerships, Teaching and Leadership and California Subject Matter Project
Nina Moore
Executive Director
Claudia Martinez
Deputy Director
Lawrence Corio
Analyst

COSMOS
Melina Duarte
Coordinator
Elaina Williams
Analyst