Education Partnerships

Strategic Goals

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

2 Develop innovations
   Develop and maintain reliable, adaptable 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.

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30 Education Partnerships Staff, 2013-14
The Department of Education Partnerships at the University of California Office of the President helps the University of California and the state of California to prepare high-quality teachers and to strengthen the academic pipeline to bachelor’s degrees and the work force. A multi-year department strategic plan guides these efforts, which aim to improve academic preparation for students, ensure educator access to tools and resources, attain new private support and adopt emerging technologies. This report of activities for the 2013-14 fiscal year highlights UC’s important work to ensure student access to higher education and to improve teacher quality and student academic achievement through partnerships with education, business and industry.

What we do  Education Partnerships administers programs and services statewide that are provided by practitioners, researchers and community partners. Education Partnerships’ programs, policies and initiatives help all students, especially the educationally and economically disadvantaged, achieve their greatest potential for academic and career development.

Education Partnerships provides policy guidance, technical assistance and program management support to the UC campuses to bolster the university’s efforts to raise student achievement and close achievement gaps. The department also provides advice, grant funding, consultation, technical assistance and accountability support for programs in the Student Academic Preparation and Educational Partnerships (SAPEP) portfolio. Together, these programs impact more than 75,000 K-12 teachers and hundreds of thousands of K-12 and community college students across California.

Education Partnerships also serves as the administrative steward and fiscal agent for a number of intersegmental programs in consultation with our K-12 and higher education partners. For these efforts, the department provides program oversight and personnel management, fiscal management, operations support and other administrative services to ensure that programs are responsive to stakeholder needs, aligned with the strategic goals of multiple education segments and have financially sustainable operations.
EDUCATION PARTNERSHIPS OVERVIEW

Structure and Budget

DEPARTMENT STRUCTURE
For its core internal activities, Education Partnerships is organized into three functional areas that support the department as a whole, as well as its programmatic work:

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 California State GEAR UP; the California Subject Matter Project; 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.

In 2013-14, Education Partnerships comprised 71 staff: 46 program staff, 18 central services, and seven affiliated staff (e.g., Intersegmental Coordinating Committee, campus affiliates and student interns).

OPERATING BUDGET

2013-14 Appropriations by Fund Type
Total appropriations to Education Partnerships in 2013-14 were $34,509,214, reflecting a slight (less than 1 percent) increase from 2012-13 appropriations. Appropriations are derived from permanent assessment funds, temporary government and private contracts, grants, gifts and the carry-forward balance (i.e., SAPEP funds or contracts, grants, gifts) from the previous fiscal year. The carry-forward balances vary from year to year and depend on timing of payment (e.g., of sub-agreements, sub-awards).

Expenditures for Education Partnerships in 2013-14 totaled $24,872,018, the majority of which was used to support services provided by intersegmental programs to students, schools, families and communities.

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<th>2013-14 APPROPRIATIONS BY FUND TYPE</th>
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<tr>
<td>35% General Funds</td>
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<td>24% Federal</td>
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<td>12% Private Gifts, Contracts and Grants</td>
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<td>29% Special State Funds</td>
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<th>2013-14 EXPENDITURES BY FUNCTIONAL AREA</th>
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<td>78% Intersegmental Program Administration</td>
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<td>15% UC Program Administration</td>
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<td>7% Central Services</td>
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Highlights for the fiscal year include continued success delivering high-quality services to students, teachers, administrators, schools, districts, families and communities via intersegmental and systemwide programs. Program outcomes remained steady, as students continued to choose a UC education. Some programs had more demand for services than expected. For example, the COSMOS program, a summer residential experience for talented math and science students, received a record number of applications for its 2014 summer program.

Another growth area was the use of digital tools to expand program reach. Use of tools such as the Transfer Planner and the Transcript Evaluation Service continued to grow and serve more schools and students. Program efficiencies also improved, as programs implemented upgraded information systems to better track participant information and enable more accurate reporting, program evaluation and research.

Efforts continued to develop curriculum 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 had access to high-quality training on critical issues, including youth protection and the most recent policy changes for Common Core standards and college admissions.
HIGHLIGHTS FOR 2013-14

IMPACT ON UC UNDERGRADUATE DIVERSITY

UC’s pre-college and community college programs prepare students academically to enter four-year colleges (including other schools outside of the UC system). Of the underrepresented minority (URM is defined as Latino, African American and Native American) students who applied to UC between 2001 and 2012, those who participated in the Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA) and/or Puente were consistently more likely to be accepted to UC than their peers who had not participated in these programs. In 2012, for example, program participants were 24 percent more likely to be accepted to UC.

Over the past two years, URM community college transfer applicants who participated in the Transfer Prep program were significantly more likely to be accepted to UC as compared to their peers who had not participated in a Transfer Prep program. In 2011, for example, URM Transfer Prep participants were 37.4 percent more likely to be accepted to UC than URM non-Transfer Prep participants.

COLLEGE-READY MOBILE APPLICATIONS

In 2013, the Berkeley Center for New Media and CITRIS Data and Democracy Initiative co-hosted a College-Readiness Hackathon, sponsored by Education Partnerships. One of the winning concepts, PIC YOUR FUTURE, was proposed by a team of UC Berkeley undergraduate and graduate students and community members. The PIC YOUR FUTURE application uses contemporary visual storytelling practices (e.g., Instagram, Twitter) to help improve college access and provide 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 reality helps them visualize a future college self, and to use these images as motivation to begin their journey toward college enrollment. Education Partnerships also supported an interdisciplinary class at UC Berkeley, Special Topics in New Media, to launch the application’s development.

In 2014, members of the original team continued to refine the application through user testing with groups of students, including potential students who attended Cal Day at UC Berkeley, to generalize the virtual experience to more college campuses. In addition, outside groups, such as the Veterans Administration, have expressed interest in using the application to work with trauma patients. Currently, the PIC YOUR FUTURE team is developing a model curriculum for integration with programs such as the Early Academic Outreach Program that encourages learning programming and coding for social good.

PIC YOUR FUTURE helps students achieve pre-college requisites and turns aspiration into palpable vision.

In April 2014, staff members from Education Partnerships and Student Affairs won a Team Innovation and Impact Award for Advancing the Mission of the University of California based on this work and were recognized at a ceremony by President Janet Napolitano.

INFORMATION MANAGEMENT AND ANALYTICS

Education Partnerships provides analytical support to UC’s student academic and educator preparation programs and initiatives throughout the P-20 education pipeline. Work includes creating annual accountability reports, which assess programs and outcomes through data-informed narratives and visualizations. In 2013-14, the department continued efforts begun in 2010-11 to improve all aspects of its research and evaluation agenda, such as:

Data Stewardship with campuses, programs and external agencies to improve data through the development of standards for data validation and integration.

Data Analysis with campuses and programs to standardize processes for consistently producing meaningful information.

Data Dissemination with campuses and programs to develop meaningful data products in support of data-informed decision-making to meet programmatic needs.
New Data Sharing Agreements
Education Partnerships continued its efforts to expand data collection through data-sharing agreements with external agencies, including the California State Teachers Retirement System (CalSTRS), the California Commission on Teacher Credentialing (CTC), and the California State University (CSU) system, with the goal of evaluating UC’s contribution to preparing teachers to work in California’s public K-12 schools.

The department also initiated work with the California Community College Chancellor’s Office and the California State University Chancellor’s Office regarding the possible creation of data-sharing agreements, in order to study post-secondary application rates, enrollment rates, academic performance and rates of degree completion for program participants.

Data Collection and Management
The department improved its data collection and management by refining the California Subject Matter Project (CSMP) web portal, improving the California Summer School for Mathematics and Science (COSMOS) web application system and migrating the Transcript Evaluation Service (TES) to a new service provider.

In addition, campus and intersegmental program staff continued to benefit from end-user support for the data submission websites used by UC’s Teacher Education Preparation, CalTeach and Student Academic Preparation and Educational Partnerships (SAPEP) programs to submit annual program performance and implementation data.

Program Logic Models
Each of Education Partnerships’ academic and educator preparation programs completed an updated logic model. The purpose of each program's logic model is to communicate the set of assumptions or hypotheses that program proponents have about why the program will work, or is a good solution to an identified problem, as well as to inform future program evaluations.

Review of Program Implementation
Legislative reports on UC’s CalTeach and SAPEP programs were not required in 2012-13, but analysis was conducted and outcomes were reported to stakeholders on UC’s largest programs to assist with the assessment of progress in program implementation and outcomes. In addition, Education Partnerships will release highlight reports for both programs in late 2014.

PUBLIC INFORMATION AND AWARENESS

Student Leadership Forum
A core element of Education Partnerships’ program advocacy strategy 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 provide them opportunities to meet with legislative staff and representatives, with whom they discuss the impact of their respective programs on their intellectual, social and leadership development.

Educator Preparation Symposium
In March 2014, UC schools and departments of education, in collaboration with Education Partnerships, convened program and policy-level stakeholders in Sacramento for a legislative briefing to highlight UC’s contributions to research and implementation of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Presentations described all levels of UC educator preparation — including pre-service teacher preparation, leadership/administrator preparation, doctoral preparation and professional development — as well as insights from a district superintendent (and UC education alumnus) that supported the urgency and importance of strong preparation for educators in the Common Core era.
UCOP Awareness Activities

Education Partnerships also worked to raise the visibility of UC’s contributions to college preparation among UC Office of the President staff and leadership, by expanding its successful poster display and speaker series from one month to three. The posters and speaker series both were thematically aligned with National Book Month (October, 2013), College Awareness Month (February, 2014) and Math Awareness Month (April, 2014).

Each poster in a given thematic set was created to highlight a program and its relationship to the theme. For example, the posters for National Book Month showcased the way selected programs, such as the California Subject Matter Project, use literature to improve teaching and learning.

TRAINING AND PROFESSIONAL DEVELOPMENT

Education Partnerships organized and hosted a number of training and professional development workshops throughout 2013-14, for both Office of the President 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. The annual College Access and Preparation Forum, held in San Francisco, convened 200 faculty, program administrators and staff from all UC campuses.

COLLATERAL MATERIALS AND SOCIAL MEDIA

Education Partnerships continued efforts to upgrade collateral materials and websites for programs. For example, Education Partnerships developed a new suite of materials for the California Subject Matter Project (CSMP) and its nine discipline-specific programs. The new materials include: a CSMP folder, a CSMP brochure-overview, a separate one-page overview describing each program, as well as simple logos — color-themed type solutions — that present a unified visual identity for the disparate projects that comprise CSMP.

#UCedpartners

Education Partnerships also expanded its social media presence to reach out more directly and frequently to a widening audience of students, counselors and program staff. On Twitter, for example, Education Partnerships worked with UC campus staff to raise awareness of academic news and updates, such as the announcement of the August 1 UC application opening date. Over the last year, Education Partnerships has used Twitter to notify students of college deadlines, inform teachers of professional education workshops, share best practices with counselors, and post downloadable college guides for students and their families. In the coming year, Education Partnerships plans to expand its use of social media platforms further, to engage more students, teachers, families and constituents in using its resources and publications.

LOOKING FORWARD

Education Partnerships will continue to implement 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.
HIGHLIGHTS FOR 2013-14

University-Community Engagement

2013-14 also marked a new award cycle for University-Community Engagement grants. Education Partnerships awarded funds to UC community teams that are working with community-based organizations (CBOs) to improve their capacity to provide college support services to the state’s neediest students and families, including youth in foster care and non-English speaking families. Seven campuses received grant awards and began implementing projects.

Harnessing the Power of Parents

*Principal Investigator: Hong Pham, Regional Assistant Director, EAOP, UC Davis*

*CBO Partners: The Parent Teacher Home Visit Project, and the Sacramento Chinese Community Service Center*

This collaboration among university, school and community groups in Sacramento increases college readiness among students by extending the reach of parent-teacher home visits, providing professional development and creating more evening classes for parents.

UCI and Capistrano Unified School District: Padres Promotores

*Principal Investigator: Stephanie Reyes-Tuccio, Ph.D., Director, Center for Educational Partnerships, UC Irvine*

*CBO Partners: Mission Hospital, Capistrano Promoting Access to Higher Education (CPATHE) and CREER Comunidad y Familia*

This collaboration among university, school and community groups trains parents to be powerful agents in educating and engaging their fellow parents in the Irvine area; and teaches them how to become effectively involved in their children’s academic success.

Collaboration, Organization, Dedication and Expectation (CODE) to College

*Principal Investigator: Janina Montero, PhD., Vice Chancellor of Student Affairs, UC Los Angeles*

*CBO Partner: United Friends of the Children*

This collaboration seeks to improve the educational prospects of Los Angeles-area youth in foster care, by instilling in them the mindset and skills to embark on the path to college. Students learn about all aspects of college application and admission processes, gain self-advocacy skills and meet former foster youth currently attending UCLA.
Community-Based Early Academic Outreach Program

Principal Investigator: Janina Montero, PhD., Vice Chancellor of Student Affairs, UC Los Angeles
CBO Partners: Village Nation and Bridges Academic Center of Excellence (ACE)

This collaboration aims to efficiently engage more eligible, underserved African American students, by coordinating student services with the community-based organizations to which students already belong. The project provides them with academic college preparation and social development tools.

Le Grand University-Community Engagement Initiative

Principal Investigator: Charles Nies, Ph.D., Vice Chancellor of Student Affairs, UC Merced
CBO Partners: The Boys and Girls Club of Merced County and the Community Partnership Alliance

This collaboration will create two academic enrichment programs in mathematics and English language arts for 100 local, low-income tenth and eleventh grade students (potentially the first in their families to attend college). A third program empowers parents by teaching them to help their children navigate enrollment in and financing of higher education.

Legacy Accelerated Summer Mathematics Academy (ASMA)

Principal Investigator: Frances Calvin, Director, EAOP, UC Riverside
CBO Partner: Council of African American Parents (CAAP)

This collaboration is helping African American males, grades 8-11, to complete college preparatory mathematics classes at partner community colleges. Students attend the program's summer class after 3-5 months of weekend tutoring in math.

Success Through Collaboration: Aligning University-Community Student Services

Principal Investigator: Maria Rocha Ruiz, Executive Director, Educational Partnership Center, UC Santa Cruz
CBO Partners: United Friends of the Children, UCSC African American Resources and Cultural Center (AARCC), Santa Cruz High School Parents of African American Students (PAAS), the Second Saturday Educational and Cultural Network, and the Society for Advancement of Chicanos and Native Americans in Science (SACNAS)

This project extends a successful collaboration that supports the college aspirations of first-generation, low-income Santa Cruz high school students from groups underrepresented in higher education. The partnership provides cultural and educational activities and support to these college-bound students, with the intent of continuing that support beyond the grant period.
Recruiting and training high-quality educators is one of the most important challenges facing the field of education today. This is particularly true in California, with a diverse K-12 student population that includes many low-income and English learners.

UC’s educator preparation work is organized along a continuum that begins at the undergraduate level, with programs designed to recruit and provide early preparation for students to explore careers in teaching, continues through post-baccalaureate teacher credential programs, and extends to ongoing, in-depth professional development for practicing educators.
PREPARATION, DEVELOPMENT AND LEADERSHIP

Principal Leadership Institutes

Since 2000, the Principal Leadership Institutes (PLI) at UC Berkeley and UCLA have produced 922 graduates — education leaders prepared to tackle the most critical needs of California’s primarily urban students, schools and communities. Over 90 percent of PLI graduates work as principals, assistant principals or other education leaders in high-poverty, high-need schools in the state. Most are working in urban schools in the Los Angeles region and greater San Francisco Bay Area.

PLI ALUMNI DISTINCTIONS
PLI graduates have become distinguished education and community leaders and recipients of several of the state’s highest awards and honors in the field of education. Some of the honors earned by PLI alumni or PLI-led schools include CA Title I Academic Achievement Principal of the Year, Outstanding Educator of the Year award and CA Distinguished and Federal Blue Ribbon School awards.

PLI AND COMMON CORE
The PLI Programs at both UC Berkeley and UC Los Angeles are incorporating the Common Core State Standards, the Next Generation Science Standards and the new English Language Development Standards into their program curriculum. Programs have updated courses and offered workshops and seminars to prepare PLI graduates to support implementation of the new standards at their school sites.

THE ON-LINE LEADERSHIP SUPPORT PROGRAM (LSP)
The Leadership Support Program (LSP) created by PLI at UC Berkeley is a professional preparation program (approved by the Commission on Teaching Credentialing) in which participants earn an Administrative Services Credential (Tier II). The LSP is designed to build on the work that candidates complete in the PLI. In fall 2013, UCB and UCLA launched the Leadership Support Program Online—a hybrid online version of the LSP model that includes on-site, in-person coaching as well as an on-site retreat and online monthly meetings for participating students. Plans are underway to add a second cohort in the coming academic year.

PRINCIPAL LEADERSHIP INSTITUTE FACULTY AND PROGRAM DIRECTORS
W. Norton Grubb  
Rebecca Cheung  
Robert Cooper  
John Rogers  
Nancy Parachini

WEBSITES
Berkeley: gse.berkeley.edu/policy-organization-measurement-evaluation/pli
UCLA: centerx.gseis.ucla.edu/principal-leadership

Since 2000, the Principal Leadership Institutes (PLI) at UC Berkeley and UCLA have produced 922 graduates — education leaders prepared to tackle the most critical needs of California’s primarily urban students, schools and communities. Over 90 percent of PLI graduates work as principals, assistant principals or other education leaders in high-poverty, high-need schools in the state. Most are working in urban schools in the Los Angeles region and greater San Francisco Bay Area.

A majority of all PLI participants come from racially and ethnically diverse backgrounds.

70% PLI participants were students of color*

PLI has maintained an impressive retention track record for participants completing the program.

97% retention rate from 2000 to 2013

An overwhelming percentage of PLI graduates work in high-poverty schools.

96% PLI graduates work in high-poverty/underperforming schools

*including underrepresented minorities (Latinos, African Americans and Native Americans) and students from Asian backgrounds.
CalTeach recruits and prepares mathematics and science majors for future teaching careers by providing special coursework and field experiences in K-12 schools while participants complete their undergraduate degrees.

Highlights for CalTeach during the reporting period include the following:

Program Enrollment
In 2012-13,* the CalTeach program continued to successfully recruit, prepare and inspire UC undergraduates to explore careers as math or science teachers. Despite a statewide trend of fewer people entering the teaching profession, enrollment in CalTeach is at an all-time high. Altogether, 1,738 students participated in a CalTeach program in 2012-13, a 6 percent increase in participation over the previous year. In all, over 7,600 UC undergraduate students have participated in CalTeach since the program began in 2005-06.

Diversity
The CalTeach program is making a significant contribution to the diversity and preparation of quality STEM teachers in California. In 2012-13, the diversity of CalTeach participants continued to reflect that of the state's population, with significant representation of female students, students of color** and first-generation college-going students. Almost 80 percent of all Latino CalTeach participants are also first-generation college students.

Increasing Number of Credentials Awarded
In addition to higher enrollments in 2012-13, more CalTeach graduates entered teacher credential programs and earned a math or science teaching credential than the previous year. A large percentage of all credentials awarded to UC baccalaureates were CalTeach graduates, which illustrates the significant contribution that CalTeach makes to the number of UC-prepared teachers in California.

Overall, 1,085 math and science teaching credentials have been awarded to CalTeach graduates since the program was launched in 2005-06. In 2012-13, 287 math and science teaching credentials were awarded to CalTeach graduates, representing a 10 percent increase over the previous year. In 2012-13, 40 percent of all math and science credentials awarded to UC baccalaureates were awarded to students who had participated in CalTeach, a slight increase over the previous year.

Research
At each UC campus, CalTeach is researching the program’s impact on STEM teaching and learning. At the annual CalTeach Research Symposium held in spring 2014 at UCLA, faculty and graduate students from across the UC system made presentations about a wide range of research being conducted on various components of the program. Research topics include the effect of CalTeach experiences on teaching performance and on attitudes toward teaching and public education in general. CalTeach research has been published and presented in the Journal of College Science Teaching, the Annual NSF Robert Noyce Teacher Scholarship Program Conference, the American Association for the Advancement of Science and the American Education Research Association.

*The most recent year for which data are available.
**including underrepresented minorities (Latinos, African Americans and Native Americans) and students from Asian backgrounds.
CalTeach Graduate Profile

CalTeach graduates are highly diverse, particularly when compared with other UC STEM majors:

- 70 percent of all CalTeach graduates were STEM majors.
- Over 26 percent of all CalTeach graduates who were STEM majors were underrepresented minorities, compared to 17 percent of all UC STEM graduates.
- Over 80 percent of all CalTeach STEM graduates were non-white/Caucasian (African American, Latino, Native American or Asian American/Pacific Islander), whereas non-white teachers make up only 29 percent of the state’s entire teaching force.

A significant number of CalTeach graduates are also first-generation college-going students:

- In 2012-13, approximately 43 percent of CalTeach STEM graduates were the first in their families to attend college, compared to 37 percent of all UC STEM graduates (i.e. compared to other UC STEM graduates, CalTeach STEM graduates were nearly 16 percent more likely to be first-generation).

CalTeach graduates are enrolling in teacher education programs:

- In 2012-13, 236 CalTeach graduates enrolled in a teacher education program at a California Public Institution of Higher Education (UC or CSU).
- Of these, 70 percent enrolled in a UC teacher education program.

CalTeach Program and Faculty Directors

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<thead>
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<tr>
<td>Elisa Stone</td>
<td>UC Berkeley</td>
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<td>Mary-Betty Stevenson</td>
<td>UC Davis</td>
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<td>Howard Day</td>
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<td>Sue Marshall</td>
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<td>Arlene Russell</td>
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<td>Jody Priselac</td>
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<td>Chelsea Arnold</td>
<td>UC Merced</td>
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<td>Mayya Tokman</td>
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<td>Leslie Bushong</td>
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<td>Brad Hyman</td>
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<td>Sherry Seethaler</td>
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<td>Jeffrey Remmel</td>
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<td>Sue Johnson</td>
<td>UC Santa Barbara</td>
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<td>Julie Blanchini</td>
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<td>Gretchen Andreasen</td>
<td>UC Santa Cruz</td>
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<td>Dave Belanger</td>
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CalTeach Executive Committee

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<td>George Johnson (Chair)</td>
<td>UC Berkeley</td>
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<tr>
<td>Alexandra Navrotsky</td>
<td>UC Davis</td>
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<tr>
<td>Deborah Vandell</td>
<td>UC Irvine</td>
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<td>Joseph Rudnick</td>
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<td>Juan Meza</td>
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<td>Pamela Clute</td>
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<td>Jeffrey Remmel</td>
<td>UC San Diego</td>
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<td>Jane Conoley</td>
<td>UC Santa Barbara</td>
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<td>Paul Koch</td>
<td>UC Santa Cruz</td>
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Website

calteach.universityofcalifornia.edu
PREPARATION, DEVELOPMENT AND LEADERSHIP

Teacher Education Programs

UC’s Teacher Education Programs (TEP) represent an intersection of the research, teaching and public service missions of the University of California. TEP programs advance 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.

UC Teacher Education Programs prepare educators to address the needs of California’s schools and students and reflect the state’s diverse population:

- Of all single-subject credentials awarded in 2012-13,* 55 percent were in STEM fields.
- 49 percent of 2012-13 UC TEP graduates were students of color.

Of those graduates recommended for a credential, 71 percent pursued and received positions at low-performing schools.

Highlights for Teacher Education Programs during the reporting period include the following:

ULC TEPs are dedicated to placing teachers in the state’s highest-need schools. Characteristics of schools with UC-prepared teachers are:

- 40 percent are low-performing based on the state’s Academic Performance Index (API 1-5)
- 44 percent are schools where more than 70 percent of students receive Free/Reduced Price Meals

Smarter Balanced Assessment Consortium (SBAC) at UC Los Angeles

One of the most significant ongoing activities in California and nationally is the development of new summative and formative assessments related to the implementation of Common Core State Standards (CCSS). In early 2013, the Smarter Balanced Assessment Consortium (SBAC), including over 20 state school chiefs, invited the Center for Research on Evaluation, Standards and Student Testing (CRESST) to house the future SBAC at UC Los Angeles when the current Race to the Top grant ends. UCLA’s education dean, faculty, staff and campus leadership, along with the UC Office of the President, were instrumental in negotiating the agreement to bring SBAC to UC. CRESST was chosen because of its strong academic, research and evaluation reputation as well as UCLA’s commitment to the importance of creating and supporting valid and reliable assessments for K-12 students.

TEACHER EDUCATION DEANS AND CHAIRS

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WEBSITE

ucop.edu/education-partnerships/programs/educator-preparation-professional-development/teacher-education-programs.html

*The most recent year for which data are available.
SURVEY OF CALIFORNIA PRINCIPALS ABOUT UC-PREPARED TEACHERS

On behalf of UC’s Teacher Education Programs, Education Partnerships conducted a survey of all California public school principals to elicit their views about the quality and skills of their beginning (first three years) UC-prepared teachers. Of the respondents, more than 70 percent of principals rated their UC-prepared, beginning teachers in the top 25 percent, compared to non-UC-prepared, beginning teachers. Over 85 percent of respondents thought that the “overall readiness to teach” of UC-prepared, beginning teachers was “good or excellent.”

Principals rated UC-prepared, beginning teachers very highly (“good or excellent”) in these areas:

- Knowledge of content: 93%
- Capacity to collaborate with colleagues: 90%
- Use of a variety of instructional strategies: 83%
- Capacity to reflect on student learning to inform instruction: 83%
- Ability to apply relevant research to practice: 83%

Principals also rated UC-prepared teachers as “good or excellent” in these areas:

- Effectiveness in classroom management: 75%
- Capacity to teach English learners: 74%
- Capacity to teach students with disabilities: 72%
The California Subject Matter Project (CSMP), established in 1988, is a network of nine state-authorized professional development projects that seek to deepen teachers’ understanding of K-12 content areas and to support instruction that promotes student access to a college- and career-ready curriculum. Grounded in the latest research on professional development, content, pedagogy and collaboration, CSMP programs — including workshops, leadership institutes and in-service opportunities — provide teachers with research-based and discipline-specific strategies to improve their teaching skills and increase success for all students. CSMP programs are collaboratively developed by university faculty and K-12 teacher leaders, and provide K-12 teachers with tools for transforming schools and promoting success among their students, especially English Learners and underperforming students.

CSMP represents a critical resource as California works to support educators in implementing the new Common Core State Standards (CCSS), English Language Development, Next Generation Science Standards (NGSS) and state content standards. 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 provide the state with a strong foundation as it incorporates the new standards and Smarter Balanced Assessment Consortium (SBAC) assessments.

CSMP provided professional development programs and training for educators from 6,974 schools throughout California. Consistent with CSMP’s mission, 49 percent of these schools are low-performing, based on the state’s Academic Performance Index (API 1-5). In 2013-14, CSMP provided 1,693 programs across 9 subject areas. In total, these programs amounted to 27,243 hours of professional development for California educators. All CSMP programs are aligned with state-adopted standards and, in 2013-14, more than 30 percent of all CSMP programs were explicitly dedicated to developing teachers’ knowledge of and strategies related to the CCSS.

Highlights for the California Subject Matter Project during the reporting period include the following:

Implementing State-Adopted Standards

The process of transitioning to the Common Core State Standards (CCSS) is a complex task, and K-12 teachers and administrators represent the front line. As California implements the CCSS, English Language Development (ELD), Next Generation Science Standards (NGSS) and state content standards, CSMP provides discipline-specific strategies with which to implement the standards and has become a critical resource for teachers, schools and districts throughout the state.

CSMP professional development programs support teachers’ use of standards and literacy strategies to foster achievement among all students, especially English Language Learners and students with low literacy and content area knowledge. Within CSMP programs, a core group of experienced teacher leaders and university faculty collaborates with K-12 educators to engage students in rigorous academic work, bolstering the state’s efforts to implement the new standards and SBAC assessments. CSMP also addresses the needs of California’s diverse students by ensuring that they acquire the content knowledge to succeed in college and in their chosen careers.

Long-Term, Intensive Programs

CSMP prides itself on providing high-quality professional development for educators, and the discipline-specific projects align their offerings with evidence-based research that indicates that long-term, intensive programs yield the most desirable instructional outcomes. In 2013-14, approximately two-thirds of the total CSMP professional development program hours were part of multi-day, intensive professional development programs.
Cross-Project Study
With lessons learned from a pilot study, CSMP has continued its partnership with SRI to implement a cross-project study that measures the most direct outcomes of its professional development — teacher intended practice and teacher knowledge. Using instruments developed during the pilot study and focused on program-specific instructional practices, investigators will assess teachers’ intended use of strategies to engage students as well as the rigor of a sample of instructional artifacts from their classrooms. The study includes the History-Social Science, Mathematics and Science projects and plans are in the works to seek additional funding for other projects in the study.

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Lupita Cortez Alcala, California Department of Education

Judith Warren Little (Chair), University of California

WEBSITE

csmp.ucop.edu
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.

Housed at UC San Diego, MDTP provides free diagnostic testing materials and services 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.

In 2012-13, MDTP administered 395,878 tests to K-12 students statewide. An additional 28,960 tests were administered to higher education students at 11 CSU and 6 UC campuses. Many of these campuses make extensive use of the tests in student advisement and in directing them to areas of needed study. Online testing continues to increase — via Daskala (now 14 percent of total usage), Edusoft (3 percent), and Datawise (1 percent) — which provides MDTP access to a larger and more geographically diverse group of students.

Highlights for MDTP during the reporting period include the following:

**CAPP Algebra Formative Assessment Project**

MDTP is continuing its support of the College Academic Partnership Program (CAPP) Algebra Formative Assessment (AFA) Project by employing its tests and other diagnostic materials to assist teachers in using data formatively to address gaps in students' knowledge and skills prior to taking algebra. The project is finishing its second implementation year. MDTP site directors have been working closely with the AFA schools for two years. In 2012-13, MDTP worked with over 500 teachers and administrators and made more than 30 visits to the project schools.

**Partnerships**

MDTP continuies to work with many groups in California to strengthen mathematics education. Through partnerships with mathematics advocacy organizations and UC-sponsored programs, MDTP leverages the content expertise of practitioners from both the K-12 and higher education segments to gain insight into student, teacher and school needs. In addition, MDTP collaborates with numerous local, state and federal agencies to inform policies and legislation relevant to K-12 mathematics instruction and testing.

**Presentations**

During 2012-13, MDTP sponsored and presented at conferences and workshops throughout the state in partnership with numerous UC campuses and statewide education organizations. These events reached thousands of educators, many of whom expressed interest in adopting the program at their school sites.

**Tests Aligned with Common Core State Standards in Math**

MDTP has proposed a long-term plan for field-testing and implementing its Math Readiness and Integrated tests for students in grades 7 through 12. These new tests will be aligned with the Common Core State Standards in Math (CCSM) and will provide diagnostic information about students in a much broader range of courses — including grades 7 and 8 math, and courses in algebra, geometry, integrated math and mathematical analysis. The timeline for field-testing and release of the tests is scheduled to run through fall 2020.

**REGIONAL SITE DIRECTORS:**

- Bruce Arnold (Statewide Director)  
  - UC San Diego
- 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
- Ed Migliore  
  - UC Santa Cruz

**WEBSITE**

mdtp.ucsd.edu

*The most recent year for which data are available.*
The University of California’s founding mission is to provide an excellent education to as many students as possible, regardless of their financial or family backgrounds. Education Partnerships manages several student preparation programs, services and resources to help students prepare for college, or to transfer from a community college to a four-year college. Program goals include helping students to complete their “a-g” required courses in high school, improve mathematics and science skills and foster college-going cultures at K-12 schools. Altogether, these student preparation programs serve more than 77,257 students annually in nearly 960 public K-12 schools, and receive close to seven million in UC funds as well as an equivalent level of state funding. More than 67 percent of students in these programs enroll in either a California community college, California State University or UC.
Achieve UC is a systemwide outreach initiative, now in its second year, designed to help more students understand how to prepare for higher education and to encourage them to get on and stay on a path to college. An online complement to the program is a new website — start.universityofcalifornia.edu — that was launched by President Janet Napolitano to provide students with information about how to prepare to attend or transfer to UC, as well as information about financial aid and a link for applying to UC.

Achieve UC organizes visits to local high schools by senior UC campus leaders, combined with college readiness workshops. During each event, high school students hear from UC leadership about the importance of a college education and the role UC can play. They learn how to save and pay for college and the resources — including the Blue and Gold Opportunity Plan that covers systemwide tuition and fees for eligible students with family incomes up to $80,000 — that are available through the University of California. Campus academic preparation staff members meet individually with students to help them understand their individual college readiness status through reports supplied by UC’s Transcript Evaluation Service (TES), a data system that evaluates student transcripts in 9th-12th grade to identify progress in meeting UC and California State University (CSU) admissions requirements. Students receive other resources, including college readiness workbooks, “a-g” planners, and other UC preparation materials to use and share with parents and guardians. In 2013-14, more than 10,000 students participated in Achieve UC.

**WEBSITE**
start.universityofcalifornia.edu

### 2013 Achieve UC Events

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>CITY</th>
<th>KEYNOTE SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burton</td>
<td>San Francisco</td>
<td>Assistant Dean Michele DeCoteau</td>
</tr>
<tr>
<td>Richmond</td>
<td>Richmond</td>
<td>Chancellor Nicholas Dirks</td>
</tr>
<tr>
<td>Clairemont</td>
<td>San Diego</td>
<td>Chancellor Pradeep Khosla</td>
</tr>
<tr>
<td>Mission Bay</td>
<td>San Diego</td>
<td>Chancellor Pradeep Khosla</td>
</tr>
<tr>
<td>Westchester Enriched Science Magnets</td>
<td>Los Angeles</td>
<td>Vice Chancellor Janina Montero</td>
</tr>
<tr>
<td>Florin</td>
<td>Sacramento</td>
<td>Associate Vice Chancellor Milton Lang</td>
</tr>
<tr>
<td>Seaside</td>
<td>Seaside</td>
<td>Chancellor George Blumenthal</td>
</tr>
<tr>
<td>David Starr Jordan</td>
<td>Long Beach</td>
<td>Vice Chancellor Thomas Parham</td>
</tr>
<tr>
<td>Madera South</td>
<td>Madera</td>
<td>Executive Vice Chancellor Tom Peterson</td>
</tr>
<tr>
<td>Centennial</td>
<td>Corona</td>
<td>Chancellor Kim Wilcox</td>
</tr>
<tr>
<td>Santa Ynez Valley</td>
<td>Santa Ynez</td>
<td>Executive Vice Chancellor Gene Lucas</td>
</tr>
</tbody>
</table>
California GEAR UP

UC administers the California State GEAR UP grant that is sponsored by the California Education Round Table at the Governor’s request. This federal initiative is designed to give more low-income, middle school students the skills, encouragement, and preparation to pursue postsecondary education by developing and sustaining the organizational capacity of middle schools to prepare all students for high school and higher education. To achieve these goals, GEAR UP provides a systemic network of support for middle school counselors, faculty, school leaders and families. In 2011, California GEAR UP was funded for its third six-year cycle. GEAR UP reaches 48 middle schools serving 36,355 students; it has also created 48 school leadership teams reaching approximately 500 educators.

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 that share a focus on improving mathematical proficiency.

- **The Bridge for Students Model** focuses on the Valley High region of the Elk Grove Unified School District. It aims to increase by 20 percent the number of Bridge students achieving at grade-appropriate levels in mathematics as compared to the school’s 2010-11 cohort. Students are assessed and provided individual tutoring in math, with high-risk groups receiving enhanced services and monitoring.

- **The Whole School Model** seeks to create systemic change at the school level by providing services to teachers, administrators, counselors and families. Its primary objective is 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 GEAR UP’s reach by offering resources, information and events to promote a college-going culture for all students, as well as strategic opportunities (e.g., partnerships) to impact the educational system as a whole. Its objective is to increase by five percent, over six years, the number of students in California who are completing grade-appropriate mathematics courses as compared to 2010-11 statewide outcomes.

**Highlights for California GEAR UP during the reporting period include the following:**

**Mathematics Assessment**

In 2013-14, GEAR UP expanded its use of Mathematics Diagnostic Assessment Project (MDTP) assessments, a key tool for monitoring student progress in mathematics. Cohort schools increased their use of this tool by 25 percent and the number of teachers using the tool increased by 27 percent. To date, 34 schools, or 71 percent of the school cohort, are using MDTP to provide teachers with timely diagnostic data to identify specific topics and skills that need more attention; 21 schools — or 44 percent of the GEAR UP cohort — are using MDTP on the Daskala online platform — a tool that gives teachers immediate information on student performance and allows them to adjust instruction quickly. MDTP site directors visited 14 GEAR UP schools and served approximately 110 teachers and administrators.

**School Leadership Professional Development**

In 2013-14, GEAR UP expanded the number of statewide professional development forums that it hosted for middle school leadership teams. At these forums, 311 school leadership team members from 48 schools participated in programs that emphasized social justice and equity in implementing the Common Core State Standards and strategies and practices to address instructional equity for all students.

**Satisfaction Survey**

In an annual review of program implementation, 200 members of the leadership teams at the 48 middle schools participating in the GEAR UP Program rated the program’s leadership team, professional development activities and the GEAR UP School Self-Assessment Rubric as highly effective.

**CALIFORNIA GEAR UP GOVERNANCE BOARD**

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Joe Radding, California Department of Education

Carolina Cardenas, California State University

Catalina Mistler, California Student Aid Commission

Yvette Gullatt, University of California

**WEBSITE**

castategearup.org
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 centered around an intensive summer academic experience, led by distinguished science, technology, engineering and mathematics (STEM) faculty and scholars. COSMOS supports a cadre of 32 master high school teachers, with returning teachers acting as coaches and mentors to new teacher fellows.

COSMOS continues to attract an exceptional application pool and demand far exceeds the program’s capacity to provide quality summer programming. Biomedical sciences, marine science and tissue engineering are the most popular clusters. There is also tremendous demand for mechanical engineering, computer engineering and bioengineering.

Highlights for COSMOS during the reporting period include the following:

**Applications**
This year, COSMOS received 2,948 applications. Of the 705 students who attended the program, 30 percent of participants received financial assistance.

**New Courses**
A new cluster was introduced at UC Irvine: *Genes, Genomes and Biocontrol*, taught by Professors Ali Mortavazi and Debra Mauzy-Melitz. Student projects focused on new RNA sequencing technologies.

**COSMOS Summer 2014 Statewide Enrollment by California County**
COSMOS aims to reflect the geographic diversity of California. In 2013, students from 43 California counties attended a COSMOS program. Below are the top ten California counties represented in COSMOS.

<table>
<thead>
<tr>
<th>County</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara</td>
<td>197</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>85</td>
</tr>
<tr>
<td>Alameda</td>
<td>69</td>
</tr>
<tr>
<td>San Diego</td>
<td>55</td>
</tr>
<tr>
<td>Orange</td>
<td>44</td>
</tr>
<tr>
<td>San Mateo</td>
<td>28</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>28</td>
</tr>
<tr>
<td>Riverside</td>
<td>23</td>
</tr>
<tr>
<td>Ventura</td>
<td>12</td>
</tr>
<tr>
<td>San Francisco</td>
<td>12</td>
</tr>
</tbody>
</table>

**COSMOS Campus Directors**
Abigail Thompson  UC Davis
Marjorie DeMartino UC Irvine
Charles Tu        UC San Diego
Raul Ebio         UC Santa Cruz

**Website**
ucop.edu/COSMOS

**Summer 2014 COSMOS Enrollment Snapshot**

<table>
<thead>
<tr>
<th>GPA</th>
<th>54% 4.0+</th>
<th>42% 3.5-3.99</th>
<th>4% 3.0-3.49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>52% 11th</td>
<td>37% 10th</td>
<td>11% 9th</td>
</tr>
<tr>
<td>Gender</td>
<td>52% Female</td>
<td>48% Male</td>
<td></td>
</tr>
</tbody>
</table>
COLLEGE PREP PROGRAMS, INITIATIVES AND SERVICES

Early Academic Outreach Program

The Early Academic Outreach Program (EAOP) is UC'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.

Highlights for EAOP during the reporting period include the following:

EAOP Enrollment Planning and Participation Increases

Education Partnerships implemented new enrollment planning and monitoring for EAOP in 2012-13, with campus-specific enrollment targets. The number of students served by EAOP had been decreasing substantially over a ten-year period, from 88,568 in 2000-01 to 30,876 in 2011-12. Not all of this reduction is attributable to budget reductions. The new enrollment plan aligns EAOP's state resources to participation numbers. In 2013-14, EAOP participation increased by 5,697 students, a 20 percent increase over 2012-13 enrollment, putting the program on track to achieve participation goals. EAOP is maintaining strong participation (almost 77 percent) among underrepresented minority (URM) groups, which include Latinos, African Americans and Native Americans.

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 high school seniors, with 1,731 students (21 percent) enrolling at a UC.

Program Outcomes

A primary objective for EAOP is to increase the number of participants who complete “a-g” courses, attain college readiness standards for UC and go to college. In 2012-13,* EAOP, across all UC campuses, was meeting its goals in these areas.

<table>
<thead>
<tr>
<th>MEASURABLE OBJECTIVES</th>
<th>2005-06 BASELINE</th>
<th>2012-13 MEASURE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of 12th graders will complete “a-g”</td>
<td>74%</td>
<td>77%</td>
<td>Meeting Objective</td>
</tr>
<tr>
<td>80% will complete Algebra by the 10th grade</td>
<td>91%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>70% of 12th graders completing “a-g” also took SAT/ACT</td>
<td>56%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>70% of 12th graders will enroll in postsecondary institutions</td>
<td>67%</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

*The most recent year for which data are available.
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 the reporting period include the following:**

**Student Competitions**
Middle school and high school teams won the MESA USA National Engineering Challenge Competition in Portland, Oregon. After winning local, regional and state championships, teams from Mendota Middle School and Stagg High School (Stockton) outperformed teams from eight other states to take the national awards. The design challenge was to design and build a transaxial prosthetic arm using materials costing no more than $40, and use it to perform a series of operational challenges that simulated the daily activities of someone with such a limb.

**Strategic Plan**
MESA finalized an implementation approach for its new strategic plan during 2013-14. The three-year strategic 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. Wide consultation was essential to the process, and the final report represented input from a wide range of MESA’s stakeholders. Center directors, working in groups, assisted in the creation of implementation plans in critical areas: resource development, communications, research and evaluation, and partnerships.

**Student Leadership Conference**
MESA completed a successful 10th Student Leadership Conference supported entirely by industry gifts and grants. Over 150 community college and university MESA students participated in workshops intended to introduce them to corporate culture and expectations as well as graduate school opportunities. A variety of corporate and education speakers interacted with the students and MESA honored Edison International as its MESA Champion for the year.

**Corporate Philanthropy**
MESA further cemented its relationship with Cisco by pairing thirty MESA students with thirty Cisco mentors for the year. The students came from the four MESA Community College Program (MCCP) centers and three MESA Engineering Program (MEP) centers. Three students in the mentorship program were offered permanent positions with Cisco and another two received scholarships to continue their studies. The success of the program led to an increase in support for 2014-15 and the placement of another thirty mentees for the following year.

**National Science Foundation Scholarship (NSF) Program for MESA Community College Program (MCCP) Participants**
MESA completed its tenth and final year of a highly successful NSF scholarship program for MCCP students. Program outcomes include:
- Program scholars were more likely to matriculate at the most selective public four-year campuses in California.
- Program scholars were more likely to complete a baccalaureate degree than other students who began at community colleges and pursued an undergraduate degree.
- Program scholars were more likely to earn a degree within six years of beginning their studies than other students. These outcomes are very clear in comparison to national performance measures and in comparison to similar California students.
- Over 80 percent of the degree recipients completed at least a baccalaureate degree and 13 percent completed a master’s or Ph.D. degree.
- 26 percent of the scholars completing degrees in STEM fields are women.
- The program scholars completed their degrees in STEM fields (86 percent) with 72 percent completing in engineering or mathematics.

**Postsecondary Enrollment of MESA K-12 Participants**
Early and frequent engagement with higher education institutions pays off for MESA K-12 participants. Despite increases in the cost of attendance, UC campuses remain among the top college-going destinations for MESA high school seniors, with 529 (26 percent) enrolling at a UC campus.
## MESA Student Top CA Public College Destinations, 2012-13

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCI</td>
<td>79</td>
</tr>
<tr>
<td>UCLA</td>
<td>73</td>
</tr>
<tr>
<td>UCB</td>
<td>63</td>
</tr>
<tr>
<td>UCD</td>
<td>62</td>
</tr>
<tr>
<td>UCSD</td>
<td>53</td>
</tr>
<tr>
<td>SJSU</td>
<td>48</td>
</tr>
<tr>
<td>UCSC</td>
<td>41</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>38</td>
</tr>
<tr>
<td>CSU Los Angeles</td>
<td>32</td>
</tr>
<tr>
<td>UCM</td>
<td>30</td>
</tr>
</tbody>
</table>

### MESA INTERSEGMENTAL STEERING COMMITTEE

- **Yvette Gullatt**  
  *University of California, Office of the President*
- **Joe Radding**  
  *California Department of Education*
- **Ray Murillo**  
  *California State University*
- **Sally Montemayor-Lenz**  
  *California Community Colleges*

### WEBSITE

mesa.ucop.edu
Transcript Evaluation Service

The 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 the 9th-12th grades to identify progress in completing “a-g” courses and meeting UC/CSU requirements.

TES continues to reach its target population. On average across the first seven cycles (the latest for which data are available):

- 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 (URM is defined as African American, Latino and Native American).

In 2013-14, the TES system evaluated transcripts for 213,583 students attending 105 California high schools. The drop in the number of high schools (from 146) results from the need to reduce the number of schools while the TES system undergoes a vendor change.

Highlights for TES during the reporting period include the following:

**Student Access to TES Data**

Making TES a public-facing tool is a major next step. In a pilot effort to provide students with access to UC advisors and TES reports, UC programs provided more than 14,000 TES student reports to students at Achieve UC events throughout the state.

**Eligibility Changes**

Schools implementing TES for at least three years increased CSU eligibility rates by 21 percent and UC eligibility rates by 16 percent.

**System Improvements**

In 2013-14, Education Partnerships released a Request for Proposal (RFP) to revamp the existing TES system in order to serve more schools. The enhanced system is expected to go into production by February 2015. It will allow schools to upload data multiple times a term (e.g., semester or quarter) with a much faster turnaround time (reduced from eight weeks to less than two weeks). Schools can either upload their data manually, or have a direct connection between their local information system and TES that will allow any changes in a student’s academic record or the school’s course list to be reflected in the evaluation.

Reports will be enhanced to allow for deeper data analysis of student demographic information and other academic attributes. TES will also present schools with a list that clearly identifies inconsistencies between courses on student transcripts and those approved on the school’s “a-g” course list. This report will include recommendations for updating the information.

The business model for TES will need to change to expand access to all California public schools. Historically, UC has covered the evaluation costs for many schools or developed partnerships with foundations and other research firms to cover schools’ costs. Over the 10 years TES has been active, schools have requested the ability to pay. Starting January 2015, schools will have the option to access TES through a fee-for-service model, at a cost of about $3.25 per student.

**Data Partnerships**

To support the California College Guidance Initiative (CCGI) administered by the California Community College Chancellor’s Office, TES will be used to evaluate transcripts for 14 CCGI pilot schools, serving as the transcript submission, data validation and outcomes evaluation component of the CCGI.

**Student Characteristics in Participating TES High Schools, First Seven Cycles shown by percent**

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Economically Disadvantaged</th>
<th>English Language Learners</th>
</tr>
</thead>
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<td>1</td>
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<td>5</td>
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<td>13</td>
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<tr>
<td>6</td>
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<td>13</td>
</tr>
<tr>
<td>7</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Overall</td>
<td>27</td>
<td>13</td>
</tr>
</tbody>
</table>

**WEBSITE**

ucop.edu/transcript-evaluation-service
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 to a 4-year program, students can enlist Transfer Prep to help them identify and complete the necessary coursework and achieve the GPA required for a UC campus of choice. Participants receive guidance throughout the transfer process via academic preparation programs, individual advising and peer mentoring.

**Highlights for Transfer Prep during the reporting period include the following:**

**Transfer Admissions Planner (UC TAP)**
A major initiative for Transfer Prep has been full deployment of the UC Transfer Admissions Planner. 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 aims to increase the number of community college students from underrepresented minority (URM), low-income and educationally disadvantaged backgrounds who successfully complete requirements for timely transfer to UC. The enhancement includes the addition of new student data fields and reporting mechanisms that 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. For fall 2014, 10,649 out of 34,850 transfer applicants imported their academic history from the UC Transfer Academic Planner.

**Enrollment Planning**
Education Partnerships improved its Transfer Prep enrollment planning and monitoring to maintain a more accurate and consistent count of program participants and to model regular growth toward serving the increasing number 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. Current enrollment is 13,531, a decrease of 29 percent from 2011-12.*

**Top Transfer Destinations for UC Transfer Prep Participants**
UC campuses are the top transfer destination for UC Transfer Prep participants, with 3,527 student or almost 96 percent, enrolling at a UC campus.

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLA</td>
<td>777</td>
</tr>
<tr>
<td>UCSD</td>
<td>976</td>
</tr>
<tr>
<td>UCSB</td>
<td>488</td>
</tr>
<tr>
<td>UCSD</td>
<td>976</td>
</tr>
<tr>
<td>UCSD</td>
<td>976</td>
</tr>
<tr>
<td>UCSD</td>
<td>976</td>
</tr>
<tr>
<td>SDSU</td>
<td>97</td>
</tr>
<tr>
<td>UCSC</td>
<td>79</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>64</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

**WEBSITE**
ucop.edu/education-partnerships/programs/transfer-preparation-programs-and-initiatives.html

*The most recent year for which data are available.*
P-20 Regional Alliances

P-20 Regional Alliances are networks of UC campus-based regional partnerships that address socioeconomic gaps in educational achievement 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.

*Highlights for P-20 Regional Alliances during the reporting period include the following:*

**P-20 Partnerships Serve Local Education Needs**
Across California, P-20 Regional Alliances at every campus lead and forge partnerships with schools, districts and communities to address local educational inequities. In 2012-13,* P-20 Regional Intersegmental Alliances served over 102,600 K-12 and community college students, over 3,800 teachers, administrators and school counselors, and over 7,000 parents and guardians. The effort spans 341 public schools across the state.

**Strengthening Evaluation Capacity**
Campuses were invited to submit mini-grant proposals to strengthen their capacity to identify effective P-20 strategies and best practices. New evaluation initiatives will include upgraded database collection and storage systems, development of shared data systems with local education partners, research initiatives around college and career readiness, and the development of integrated logic models across college-going programs (e.g., P-20, EAOP, MESA, etc.). P-20 Alliances will launch these research and evaluation initiatives in summer 2014 and disseminate their findings throughout the 2014-15 academic year.

**P-20 Success and Innovation**
P-20 Regional Alliances engaged in a number of initiatives this past year which enabled them to enhance their school partnerships, reach more students and teachers and strengthen their institutional capacity. These initiatives improved data analysis and evaluation capabilities, provided more STEM learning and preparation opportunities, addressed the needs of English learners, expanded partnerships with community-based and government organizations, and increased support of school and district systems by providing additional professional development opportunities for teachers and helping them to align curriculum with new state standards.

**Student Profile**
Students served through UC’s P-20 Regional Alliances come from highly diverse ethnic and racial backgrounds. Over 76 percent (78,668) of students participating in P-20 partnerships were underrepresented minority (URM is defined as Latino, African American, or Native American) and more than 28 percent (29,137) were designated as English learners.

**Schools Served by P-20 Regional Alliances**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>65,072</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>13,022</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7,745</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>6,850</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>9,341</td>
<td></td>
</tr>
<tr>
<td>Other / Unknown</td>
<td>574</td>
<td></td>
</tr>
</tbody>
</table>

**School Profile**
P-20 Regional Alliances work is conducted through educational partnerships across the state with over 390 elementary, middle, and high schools, community colleges and institutions of higher education. The majority (almost 62 percent) of the public K-12 schools participating in a P-20 Regional Alliance were high-need and underperforming schools (API ranking of 1-5).

---

*The most recent year for which data are available.*
P-20 CAMPUS LEADERS
Marsha Jaeger            UC Berkeley
Gail Kaufman            
Susan O’Hara            UC Davis
Vajra Watson            
Stephanie Reyes-Tuccio (Chair) UC Irvine
Santana Ruiz            
Jody Priselac           UC Los Angeles
Jorge Aguilar           UC Merced
Orquidea Largo          
Pamela Clute            UC Riverside
Mica Pollock            UC San Diego
Susan Yonezawa          
Orlando Elizondo        UC San Francisco
Don Woodson             
Jane Conoley            UC Santa Barbara
Mario Castellanos       
Catherine Cooper        UC Santa Cruz
Maria Rocha-Ruiz        

WEBSITE
ucop.edu/education-partnerships/programs/statewide-partnerships/p-20-partnerships.html
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Director, ARCHES Research

MESA
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Student Intern
KIPP King Collegiate High School
Jordan Johnson
Student Intern
Morehouse College-Business Management
Nicolas Hunter-Jones
Student Intern
Coppin State University-Business Marketing
Grants, gifts and other forms of private support enable Education Partnerships to provide a range of services and activities beyond the scope of our state and university funding. This combination of private and public support provides a more stable funding base to ensure that, in a time of budget reductions, we can meet core program requirements and augment them with complementary features.

*Education Partnerships thanks the following organizations for their generous support in 2013-14:*

- Advanced Micro Devices
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- Cisco
- East Bay Community Foundation
- Edison International
- Gilead Sciences
- Hispanic College Fund
- Intel Foundation
- Keck Foundation
- Leonetti/O'Connell Family Foundation
- Merkin Family Foundation
- Norris Foundation
- Oracle
- The Beatrix and Martin Padway Foundation
- PG&E
- Ralph M. Parsons Foundation
- Qualcomm Foundation
- San Diego Gas and Electric
- Southern California Gas Company
- TELACU (The East Los Angeles Community Union)