UNIVERSITY
OF
CALIFORNIA

Diversity and
Engagement

Student Academic Preparation and Educational Partnerships

(SAPEP)

2014–15 Program Outcomes

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SECTION 1. EXECUTIVE SUMMARY

The Student Academic Preparation and Educational Partnerships (SAPEP) portfolio administered by the University of California (UC) system comprises fifteen programs and services that are intended to raise overall student achievement levels and to close achievement gaps among targeted groups of students throughout the California educational pipeline.

This report provides an assessment of SAPEP program outcomes for the 2014–15 academic year using data made available to the UC Office of the President (UCOP) during the 2015–16 academic year, including highlighted program outcomes, an assessment of progress toward goals established for each program in 2005, and a status report on funding from the state of California and UC.

Most programs are meeting — or at least making steady progress towards — their goals for student achievement as defined in the SAPEP Accountability Framework (see pages 6 and 15).

Goals for SAPEP program participants include

- **completing college preparatory ("a-g") courses in high school,**

- **graduating from high school and being prepared to directly enroll in four-year postsecondary institutions (not just UC), and**

- **being prepared to transfer from community colleges to four-year postsecondary institutions (not just UC).**

Report: Legislative Background

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

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

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

SAPEP Program 2014–15 Highlights

A Note on Data Limitations

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

HIGHLIGHT: SAPEP programs reach the schools and community colleges they are intended to serve. Collectively, SAPEP programs reached students in more than 1,100 K–12 public schools and all 112 California community colleges in 2014–15, as well as large numbers of parents, teachers and administrators. Most high schools served by SAPEP programs need assistance: more than half were among the lowest-performing schools in the state in 2014–15, with Academic Performance Index (API) decile rankings of 1 to 5 (on a scale of 1 to 10, with 1 indicating lowest performance).

HIGHLIGHT: SAPEP programs improve participants' academic achievement, college-readiness and college enrollment. Program participants are prepared for and succeed in college-preparatory ("a-g") courses at higher rates than non-participants.

Percentage of California public high school seniors completing the "a-g" sequence in 2014–15:
EAOP participants...78 percent
MESA participants...67 percent
Puente participants ....71 percent
All CA public high school seniors[1] ....42 percent

HIGHLIGHT: SAPEP programs improve participants' preparation for college applications and admission. Program participants take the SAT or ACT at higher rates than non-participants in the same schools.

Percentage of California public high school seniors at the lowest-performing schools (API decile rankings 1 and 2) who took the SAT or ACT in 2014–15:
EAOP, MESA and Puente participants............66 percent
Non-SAPEP-program participants ....42 percent

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

Percentage of Class of 2015 California high school seniors matriculating to California two-and four-year postsecondary institutions in fall 2015:
EAOP ....60 percent
MESA ....66 percent
Puente..64 percent
All CA public high school seniors[2] ....41 percent

HIGHLIGHT: SAPEP programs help community colleges and community college students reach their transfer goals. During 2014–15, an estimated 1.6 million visitors generated more than 20.3 million CCC-CSU and CCC-UC articulation reports using ASSIST, SAPEP's online source of course articulation information, which is substantially more than the website's 700,000 visitors and 6.7 million articulation reports in 2004–05.

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[1] Comparison data are for the Class of 2014, the most recent year available from the California Department of Education's DataQuest (see http://dq.cde.ca.gov/dataquest/).

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

HIGHLIGHT: SAPEP programs prepare undergraduates for graduate and professional schools.
More than 65 percent of undergraduate participants in SAPEP's post-baccalaureate preparation Graduate and Professional School Programs through 2014–15 have enrolled in graduate or professional programs.

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

Average cost-per-participant among SAPEP's three primary K–12 academic preparation programs in 2014–15:
EAOP $174
MESA Schools Program $213
Puente High School Program $155

Average cost-per-participant for comparable federal programs in 2014–15:
Upward Bound Classic[3] $4,305
Talent Search[4] $433

HIGHLIGHT: SAPEP programs effectively leverage state and UC investment. Since their inception, SAPEP programs have built upon their state and university funding by seeking financial support from additional sources. In 2014–15, SAPEP programs collectively leveraged a combined state and university investment of $24.6 million by raising more than $30 million in additional support of their K–20 efforts.

HIGHLIGHT: SAPEP programs adopt online technologies to improve and expand service delivery.
In 2013, the online learning program UC College Prep Online (aka UCCP) was revitalized and rebranded as Scout from the University of California, which now provides internet-based middle-school and high-school classes statewide, including "a-g" and Advanced Placement courses. In 2014–15, Scout had 6,458 enrollments from 2,951 students in a wide range of educational settings, including public schools, charter schools, independent study programs, juvenile justice facilities, adult education centers and community colleges.

SAPEP Vision, Mission, Purpose and Goals

As articulated in the SAPEP mission statement, UC's vision is to strengthen California's educational system in ways that will promote a vibrant economy through a highly skilled and creative workforce.

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

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

- **K–12 program participants who complete "a-g" courses, graduate from high school, and are college-prepared (completing the "a-g" sequence and taking the SAT or ACT);**

- **community college program participants who complete "transfer-ready" requirements and matriculate to a four-year postsecondary institution within three years of enrollment**

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[3] Comparison data are for 2014–15 (see http://www2.ed.gov/programs/trioupbound/funding.html).

[4] Comparison data are for 2014–15 (see http://www2.ed.gov/programs/triotalent/funding.html).

(assisted in part through articulation agreements maintained between the CCC, CSU, and UC systems); and

- **program participants who matriculate into graduate and professional schools.**

UC's Commitment to College-Readiness for All Students

UC has a longstanding commitment to raising the academic achievement of educationally disadvantaged students, offering programs and strategies for more than 40 years to improve college opportunity for thousands of individuals. UC also continually revamps its many programs and strategies to fit the academic preparation needs of California students. Following the original recommendations of the Outreach Task Force (OTF) convened by the UC Board of Regents in 1997, the university focused its efforts on helping disadvantaged California students fulfill UC-eligibility requirements and compete for UC admission, while also contributing to the academic enrichment of UC campuses through a diverse student body.

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

As the Strategic Review Panel intended, UC's current programs involve in-depth partnerships with California's other education segments (K–12, the CCC system and the CSU system), as well as with organizations in the private and non-profit sectors. Through these partnerships, programs support K–12 student academic achievement and college preparation through targeted assistance to disadvantaged students in order to support their successfully entry into four-year postsecondary institutions, either directly after graduating high school or as community-college transfer students. Although UC's programs operate intersegmentally across California, UCOP provides rigorous and centralized accountability for all SAPEP programs.

SAPEP Strategies for Achieving UC's Goals

SAPEP programs operate along the educational continuum, from pre-kindergarten through graduate and professional programs, in order to share and utilize information about student development and align instructional methods, curriculum and assessment with best practices across all educational segments.

Education is a long-term process, demanding that educators have progressively more complex and interrelated skills with special interventions at important transitional milestones, including entering middle schools, high schools, four-year postsecondary institutions and graduate/professional schools.

A. Three Primary SAPEP Student Initiatives

UC's programs are also designed to address major issues influencing K–20 educational success, and the portfolio of more focused K–12 academic preparation programs includes the following three primary direct student initiatives, each advancing a key development area for educationally disadvantaged students preparing for college:

- **Early Academic Outreach Program (EAOP) advances academic preparedness for and admission to college.** EAOP seeks to broaden the pool of educationally disadvantaged students successfully completing college preparatory "a-g" coursework and gaining admission to four-year post-secondary institutions.

- **Mathematics, Engineering, Science Achievement (MESA) Schools Program advances math and science skill development.** MESA seeks to raise the number of educationally disadvantaged students entering college with well-developed mathematics and science skills. (Note: MESA also directly serves postsecondary students through its MESA Community College Program and MESA Engineering Program.)

- **Puente High School Program advances writing skill development.** The Puente Project seeks to expand opportunities for educationally disadvantaged students to enter college with well-developed English writing skills. (Note: The Puente Project also directly serves postsecondary students through its Puente Community College Program.)

By enlisting SAPEP programs to improve skills, UC is helping to ensure that California's future labor force — including all of its diverse citizens — will have the language, math, and science skills necessary to become productive workers and citizens.

B. Joint Transfer Initiative for College Access and Success

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

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

CCTP services and strategies include

- **the establishment and evaluation of annual transfer enrollment targets,**

- **advising services at community colleges with low transfer rates,**

- **pre-transfer preparation programs for high school and CCC students,**

- **a transfer-guarantee program ensuring admission to specific UC campuses for CCC students meeting course and achievement expectations,**

- **online transfer-preparation tools and services, and**

- **timely notification of UC admission for CCC transfer applicants.**

C. Fostering Intersegmental and Community Collaborations

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

SAPEP's University-Community Engagement (UCE) program similarly improves student achievement and closes achievement gaps by supporting relevant UC campus-community collaborations.

D. Undergraduate, Graduate and Educator Preparation

SAPEP programs also provide support and services to educationally disadvantaged students once they reach post-secondary institutions, as well as opportunities for UC students to engage in outreach and explore teaching-career opportunities. Examples of these efforts include

- ArtsBridge, which provides a teaching-career path for UC undergraduates through involvement in service-learning outreach to K–12 schools, focusing on the "a-g" arts requirement;

- Graduate and Professional School Programs (GPSP), which identify high-achieving undergraduate students from educationally disadvantaged backgrounds and prepare them for careers as academicians, researchers, specialists, practitioners and leaders;

- Student-Initiated Programs (SIP), which facilitate college access for K–12 and community college students labeled "at risk" by involving UC students as volunteers for academic development and individual attention; and

- UC Links, which enlists UC undergraduates as mentors and tutors for underserved K–12 students in its K–12 after-school programs.

E. Additional SAPEP Services

Finally, SAPEP provides a number of services in addition to its core programs described above. Examples of these efforts include

- ASSIST, which serves as the state's official online repository for CCC-CSU and CCC-UC transfer articulation information, and

- Scout from the University of California (formerly known as UC College Prep Online or UCCP), which offers online "a-g" and Advanced Placement classes to middle-school and high-school students statewide.

UC staff and faculty developed these tools (and others) to address gaps and problems identified by UC's K–12 and CCC educational partners.

SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively served more than 221,000 California K–20 students in 2014–15, as well as large numbers of parents, teachers, and administrators.

Program participants included[5]

- 180,164 K–12 students;

- 28,964 community college students;

- 6,792 college/university undergraduates;

- 240 graduate students;

- 46,060 parents/guardians of K–12 students; and

- 16,728 teachers, counselors, and school administrators.

Participating schools and institutions included

- more than 1,100 public K–12 institutions, of which 55 percent are high schools;

- all 112 community colleges; and

- a large number of community and business organizations.

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

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[5] An additional 4,942 K–20 students with unknown grade-level information were also reported as served.

SECTION 3. NOTABLE SAPEP OUTCOMES

Selected College-Readiness Outcomes

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

As shown in Figure 1, UC is committed to serving students in under-resourced schools, as evidenced by EAOP, MESA and Puente collectively partnering with 285 California public high schools in 2014–15, 70 percent of them in the five lowest Academic Performance Index (API) decile ranks. Low API rank schools need additional resources to meet or surpass academic standards set by the state; see Appendix B for a description of the API decile ranking system, which is maintained by the California Department of Education (CDE).

Figure 1. Number of High Schools Served by EAOP, MESA and Puente by API Decile Rank, 2014–15
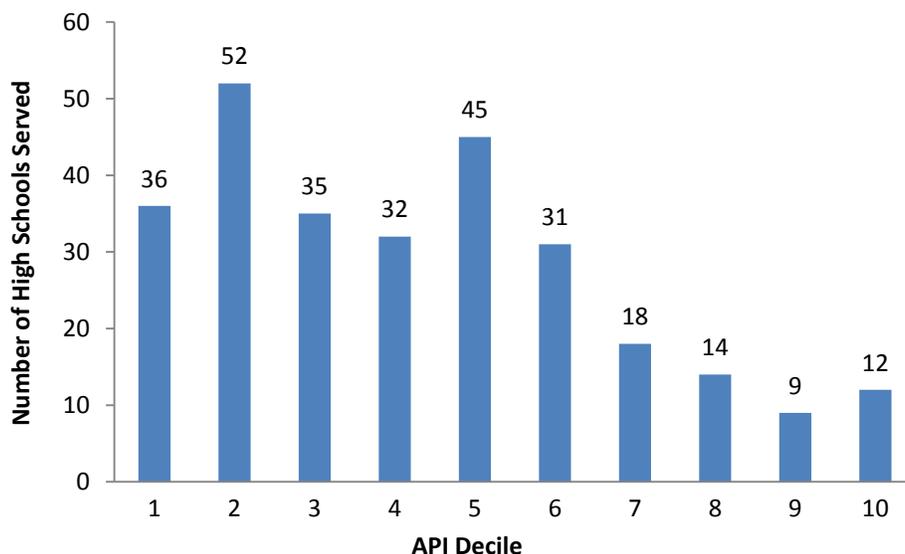
Sources: SAPEP Annual Performance Reporting for 2014–15 and CDE Statewide Growth API Ranks for 2013–14 (the most recent year available). Note: 285 public K–12 schools designated as high schools by the CDE for API ranking purposes were reported as served by EAOP, MESA and Puente during 2014–15, and one school was excluded due to missing API information.

As shown in Figure 2, UC works with schools located in communities where median family incomes are low, as evidenced by the high percentages of students at those schools eligible for free or reduced-price meals in 2014–15. More than 73 percent of the high schools served by EAOP, MESA and Puente had school-wide high poverty rates (meaning at least 60 percent of students were eligible for free or reduced-price meals), whereas less than 56 percent of all California public high schools have high poverty rates.

Figure 2. Distribution of High Schools Served by EAOP, MESA and Puente by School-wide Eligibility Rate for Free or Reduced-price Meals (FRPMs), 2014–15
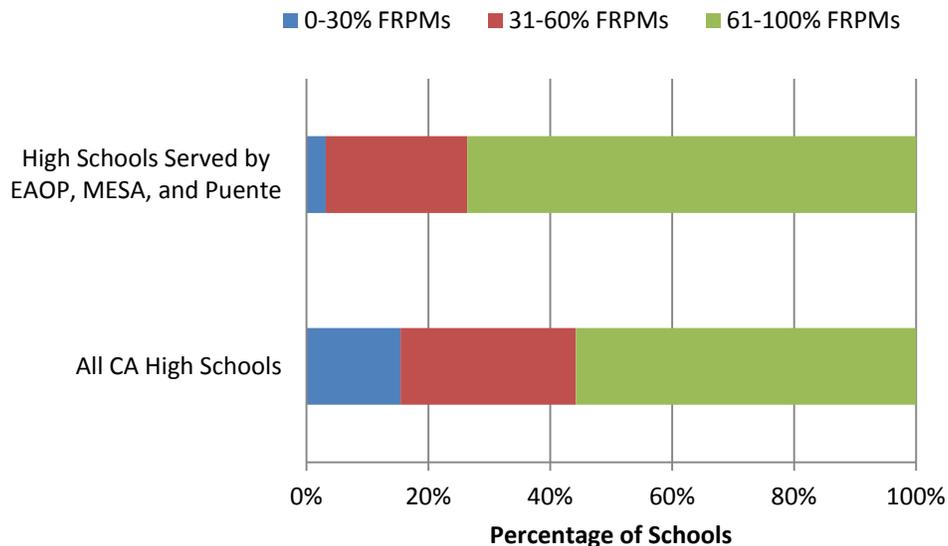
Sources: SAPEP Annual Performance Reporting for 2014–15 and CDE Student Poverty Data for 2014–15. Note: Of the 2,460 CA public K–12 schools designated as high schools by the CDE for API ranking purposes, 130 were missing student poverty information and have been excluded. Also, of the 285 public K–12 schools reported as served by EAOP, MESA and Puente during 2014–15, one school was excluded due to missing student-poverty information.

As shown in Figure 3, UC is committed to fostering college-readiness amongst all California high school students, including those from historically disadvantaged group like Underrepresented Minorities (URMs) with African American, American Indian, and Chicano/Latino heritage. More than 76 percent of high school students served by EAOP, MESA and Puente in 2014–15 were from URM groups.

Figure 3. Distribution of EAOP, MESA and Puente High School Participants by Ethnicity, 2014–15
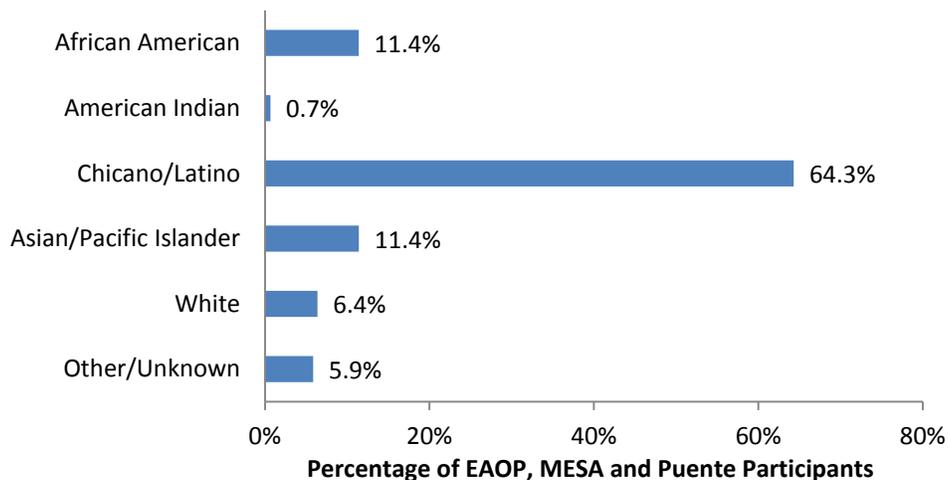
Source: SAPEP Annual Performance Reporting for 2014–15. Note: Other/Unknown category includes multi-ethnic students and those who decline to state.

As shown in Figure 4, 12th-grade participants in EAOP, MESA and Puente are more likely to take the SAT or ACT, with more than 70 percent of participants being test-takers in 2014–15 versus 47 percent of non-participants at the same schools.
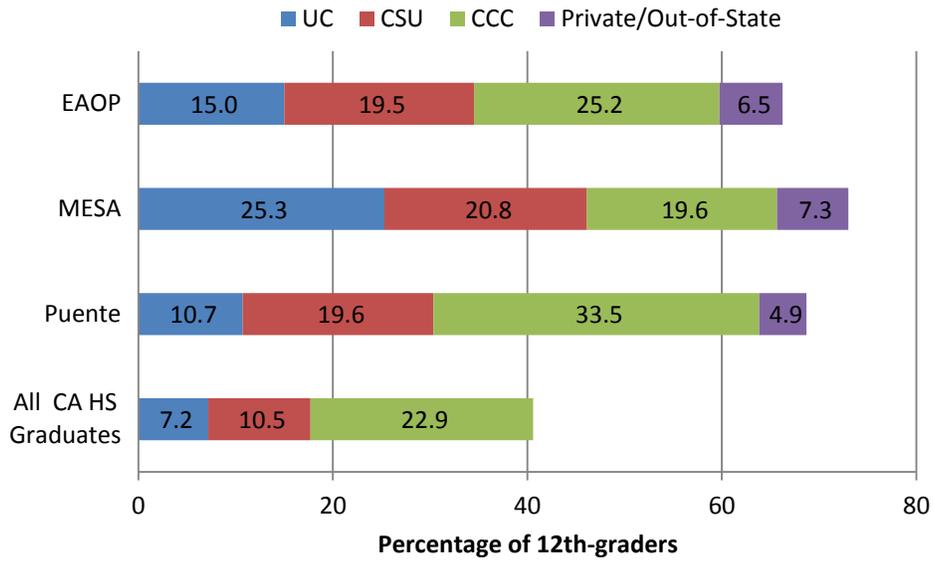
Figure 4. Percentage of EAOP, MESA and Puente 12th-grade SAT/ACT Test-Takers by API Decile Rank, 2014–15
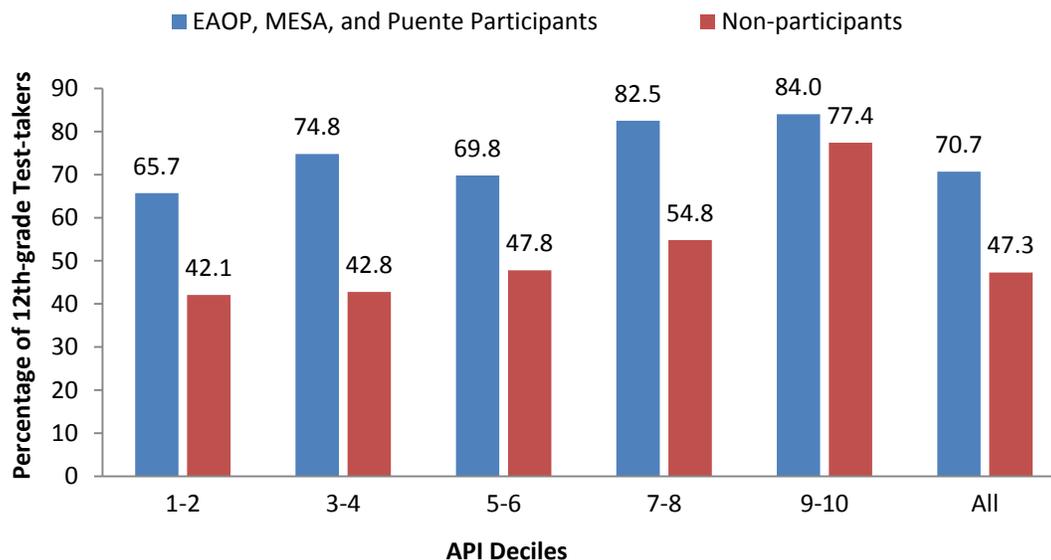
Sources: SAPEP Annual Performance Reporting for 2014–15, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2014–15, and test-taking records of all 2014–15 California high school graduates from ACT and the College Board. Note: Of the 527 K–12 schools reported as being served by EAOP, MESA and Puente during 2014–15, only the 220 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 70 of the included schools have API ranks 1–2, 60 have API ranks 3–4, 53 have API ranks 5–6, 22 have API Ranks 7–8, and 15 have API ranks 9–10.

As shown in Figure 5, 12th-grade participants in EAOP, MESA and Puente matriculated to college at high rates immediately after finishing high school, with 66% of 2014–15 EAOP seniors, 73% of 2014–15 MESA seniors, and 69% of 2014–15 Puente seniors enrolling at a higher education institution in fall 2015.

Figure 5. Fall 2015 College-Going Rates for 2014–15 EAOP, MESA and Puente 12th-graders

Legend: UC | CSU | CCC | Private/Out-of-State

Group	UC	CSU	CCC	Private/Out-of-State
EAOP	15.0	19.5	25.2	6.5
MESA	25.3	20.8	19.6	7.3
Puente	10.7	19.6	33.5	4.9
All CA HS Graduates	7.2	10.5	22.9	

Percentage of 12th-graders

Sources: SAPEP Annual Performance Reporting for 2014–15, National Student Clearinghouse, and UC Corporate Student System
Note: Of the 13,620 12th-graders reported as being served by EAOP, MESA, or Puente during AY 2014–15, 9,185 were found to have college enrollment during fall 2015; in addition, 1,309 students were missing grade level information and were excluded from this analysis. Comparison data are for fall 2009 enrollments by the Class of 2009, the most recent year available from the California Postsecondary Education Commission's study of statewide college-going within California (see http://www.cpec.ca.gov/StudentData/CACGRCounty.asp).

Progress toward Framework Goals and Objectives

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

Despite the budget uncertainty of recent years, most SAPEP programs either continue to meet — or are in the process of meeting — their Accountability Framework goals as determined by the specific measurable objectives detailed below. When possible, programs directly compare outcomes for both participants and non-participants; otherwise, programs compare their participants' achievements to whatever statewide (or school-wide) outcomes might be available for comparable demographic groups (e.g., educationally disadvantaged students).

Table 1. Progress toward Framework Goals and Objectives by Program

Program and Framework Goal	Measurable Objective(s)	2004–05[6] Baseline Measure	2014–15[7] Measure	Status[8]
ArtsBridge Goal: Increase graduate/professional school enrollment	50% of undergraduate participants will consider teaching and education professions	80%	69%	Meeting objective
Community College Transfer Programs — Articulation Goal: Maintain articulation agreements between the California Community College (CCC) system and the CSU and UC systems	Maintain articulation agreements with all 112 CCC campuses	100%	100%	Meeting objective
Community College Transfer Programs — ASSIST Goal: Facilitate access to articulation agreements between the California Community College (CCC) system and the CSU and UC systems	Increase ASSIST website users and articulation reports generated	700,000 users and 6.7 million reports	1.6 million users and 20.3 million reports	Meeting objective
	Maintain accurate articulation data	100% accurate	100%	Meeting objective
Community College Transfer Programs — Transfer Prep Goal: Increase transfer-readiness and successful transfer to four-year postsecondary institutions	10% increase in transfers to four-year institutions	52%	35%[9]	Decline noted; program to review
	10% increase in math transfer requirement completion rates	52%	63%	Meeting objective
	10% increase in English transfer requirement completion rates	52%	57%	Improving from baseline
Early Academic Outreach Program (EAOP) Goal: Increase "a-g" course completion, college-readiness and college-going rates	70% of 12th-grader participants will complete "a-g" sequence	74%	78%	Meeting objective
	80% of participants will complete Algebra I by 10th grade	91%	88%	Meeting objective
	70% of 12th-grader participants who complete "a-g" sequence will also completed SAT/ACT	56%	76%	Meeting objective
	70% of 12th-grader participants will enroll in postsecondary institutions	67%	66%	Decline noted; program to review

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

[7] 2014–15 measures are presented in more detail within the individual program descriptions in Section 4 of this report.

[8] *Meeting objective* means the program is meeting the measurable objective, even if the 2014–15 measure is below the 2004–05 baseline measure. *Improving from baseline* means the program has exceeded its 2004–05 baseline measure but not its measureable objective. *Decline noted; program to review* means that the 2014–15 measure is below both the measurable objective and the 2004–05 baseline measure and that the program is currently undertaking review of factors contributing to the decline.

[9] Data reported are for 2012–13; data provided for 2013–14 and 2014–15 were missing sufficient transfer-readiness information to estimate transfer rates.

Table 1. Progress toward Framework Goals and Objectives by Program (cont.)

Program and Framework Goal	Measurable Objective(s)	2004–05[6] Baseline Measure	2014–15[7] Measure	Status[8]
Graduate and Professional School Programs (GPSP) Goal: Increase graduate/professional school enrollment	50% of program participants will enroll in graduate or professional school.	78%	65%[10]	Meeting objective
K–20 Regional Intersegmental Alliances (aka P–20) Goal: Increase "a-g" course completion and college-going rates by increasing school capacity	Increase "a-g" sequence completion by 10%	30%	54%	Meeting objective
	Increase college-going by 10%	27%	75%	Meeting objective
MESA Community College[11] Goal: Focusing on math/science-based disciplines, increase transfer-readiness for four-year postsecondary institutions	500 transfers/year	572 transfers	726 transfers	Meeting objective
	100% of those who transfer will major in math/science	100%	100%	Meeting objective
MESA Schools Program Goal: Focusing on math/science-based disciplines, increase "a-g" course completion, college-readiness, college-going rates and CAHSEE completion rates	75% of 12th-grader participants will complete "a-g" sequence	54%	67%	Improving from baseline
	67% of participants will complete Algebra I by 10th grade	77%	93%	Meeting objective
	70% of 12th-grader participants who complete "a-g" sequence will also completed SAT/ACT	42%	55%	Improving from baseline
	75% of 12th-grader participants will enroll in postsecondary institutions	62%	73%	Improving from baseline
	80% or participants will pass the CAHSEE by 10th grade	74%	63%[12]	Decline noted; program to review
Puente Community College Program Goal: Focusing on English and language arts, increase transfer-readiness for four-year postsecondary institutions	Increase transfer-readiness by 10%	795 participants are transfer-ready	1,042 participants	Meeting objective

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[10] This percentage only counts post-graduate enrollment for which longitudinal information is available.
[11] Data reported are for 2011–12. No data were available from the California Community Colleges Chancellor's Office for 2012–13 through 2014–15.
[12] Data reported are for 2013–14. As of this writing, the CAHSEE exam is being reconfigured by the California Department of Education, so no data are available for 2014–15.

Table 1. Progress toward Framework Goals and Objectives by Program (cont.)

Program and Framework Goal	Measurable Objective(s)	2004–05[6] Baseline Measure	2014–15[7] Measure	Status[8]
Puente High School Program Goal: Focusing on English and language arts, increase "a-g" course completion, college-readiness, college-going rates and high school graduation rates	65% of 12th-grader participants will complete "a-g" sequence	53%	71%	Meeting objective
	80% of participants will complete Algebra I by 10th grade	72%	91%	Meeting objective
	65% of 12th-grader participants who complete "a-g" sequence will also completed SAT/ACT	46%	56%	Improving from baseline
	75% of 12th-grader participants will enroll in postsecondary institutions	67%	69%	Improving from baseline
	95% of 12th-grade participants will graduate from high school	95%	96%	Meeting objective
Scout from the University of California (formerly known as UC College Prep Online or UCCP)[13] Goal: Increase "a-g" completion, including for Honors and Advanced Placement (AP) courses	75% AP/Honors pass rate	69%	92%	Meeting objective
Student-Initiated Programs (SIP) Goal: Increase college-going and graduate/professional school enrollment rates	50% of 12th-grade participants will enroll in postsecondary institutions	69%	28%	Decline noted; program to review
	55% of graduating undergraduate volunteers will enroll in graduate school	45%	31%	Decline noted; program to review
University-Community Engagement (UCE)[14] Goal: Increase "a-g" completion and college-readiness	75% of participants will increase postsecondary institution awareness	79% (2006–07)	85%	Meeting objective
	60% of participants will improve on pre/post math exams	43% (2006–07)	77%	Meeting objective
University Community Links (UC Links) Goal: Increase "a-g" completion and graduate/professional school enrollment	15% gain in literacy knowledge and skills from pre- to post-assessments during each academic year for PreK–8 participants.	15% (2013–14)[15]	33%	Meeting objective
	70% of undergraduate volunteers apply, are admitted, or enroll in graduate school	76%	74%	Meeting objective

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[13] Data are reported for 2011–12, the most recent year available; Scout has changed its delivery model and is in the process of developing new objectives.
[14] University-Community Engagement did not exist at the time 2004–05 baseline measures were created, so baselines from its inception in 2006–07 are used.
[15] UC Links switched to a new assessment model in 2013–14, so no 2004–05 baseline measure exists for this objective.

SECTION 4. SAPEP'S 15 PROGRAMS: DESCRIPTIONS AND OUTCOMES

ArtsBridge

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

2014–15 Service Population:
- 1,834 total participants served
- 1,779 K–12 students served, 72 percent of whom were English-language learners
- 55 undergraduate students participated
- 11 K–12 schools served/participated

2014–15 Outcomes
In 2014–15, of 16 ArtsBridge undergraduate participants surveyed, 69 percent indicated their intent to pursue careers in teaching, education, or community service in the arts, compared to 80 percent in the 2004–05 baseline measure.

Community College Transfer Programs — Articulation

Articulation establishes and maintains UC's many major articulation agreements, i.e., formal agreements between California Community College (CCC) campuses and CSU and UC campuses, defining how specific CCC courses can satisfy CSU and UC subject requirements.

2014–15 Service Population:
- 98,850 current CCC-to-UC articulation agreements by major
- 156,900 current CCC-to-CSU articulation agreements by major
- 47,946 current CCC courses can be transferred for general credit to any UC campus
- 21,418 current Intersegmental General Education Transfer Curriculum-approved CCC courses

2014–15 Outcomes
All 9 undergraduate UC campuses and all 23 CSU campuses successfully articulated majors with all 112 community colleges.

Community College Transfer Programs — ASSIST

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

2014–15 Service Population:
- 1.6 million estimated website visitors

2014–15 Outcomes
To increase use of ASSIST:
- In 2014–15, an estimated 1.6 million different individuals used ASSIST to view more than 20.3 million articulation reports, compared to 700,000 website visitors and 6.7 million reports in the 2004–05 baseline measure.

To maintain complete and accurate data in the ASSIST database:
- In 2014–15, all articulation agreements maintained by Articulation were available in ASSIST and were verified to be accurate. These include all 98,850 major-specific CCC-to-UC agreements between the 112 CCC campuses and the 9 undergraduate UC campuses, as well as all 156,900 major-specific CCC-to-CSU agreements between the 112 CCC campuses and the 23 CSU campuses.

Community College Transfer Programs — Transfer Prep

Transfer Prep increases opportunities for community college students to transfer to four-year postsecondary institutions. Academic advisors provide guidance and support to prospective transfer students.[16]

2014–15 Service Population:
- 15,677 total participants served
- 992 K–12 students served
- 14,685 community college students served
- 109 California Community Colleges served/participated

2014–15 Outcomes
In 2014–15, of 3,369 Transfer Prep participants reviewed, 63 percent completed all necessary CSU/UC-transferable mathematics concepts/quantitative reasoning coursework with a grade of C or better, compared to 52 percent in the 2005–06 baseline measure. Similarly, of 3,430 participants reviewed, 57 percent completed all necessary CSU/UC-transferable English composition coursework with a grade of C or better, compared to 52 percent in the 2005–06 baseline measure.

Early Academic Outreach Program (EAOP)

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

2014–15 Service Population:
- 42,223 total K–12 participants served
- 266 schools served/participated under both cohort and partner models
- 16,471 parents/guardians served in workshops, college visits, and family events

2014–15 Outcomes
To increase the proportion of K–12 program participants who complete the "a-g" sequence:
- In 2014–15, of 7,256 12th-grade transcripts reviewed, 78 percent completed the "a-g" sequence with a grade of C or better in each course, compared to 74 percent in the 2004–05 baseline measure.
- In 2014–15, of 19,629 EAOP participants reviewed, 88 percent completed Algebra I (a key academic milestone) by the beginning of 10th grade, compared to 91 percent in the 2004–05 baseline measure.

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[16] Because a review of all participants' academic records would be cost-prohibitive, Transfer Prep sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population.

[17] Because a review of all participants' academic transcripts would be cost-prohibitive, EAOP sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population.

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

- In 2014–15, of 5,509 EAOP 12th-grader transcripts reviewed, 76 percent of participants who had completed the "a-g" sequence with a grade of C or better in each course also took the SAT or the ACT, compared to 56 percent in the 2004–05 baseline measure.
- In 2014–15, EAOP participants also had much higher SAT/ACT test-taking rates overall than non-participants at the same schools, with 69 percent of EAOP participants taking either the SAT or the ACT, compared to 46 percent of non-participants. See Figure 6.

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

- In 2014–15, of 10,483 EAOP 12th-graders served, 66 percent enrolled in postsecondary institutions (including UC, CSU, CCC, and private/out-of-state institutions) in fall 2015, compared to 67 percent in the 2004–05 baseline measure. See Figure 7.

Figure 6. Percentage of EAOP 12th-grade SAT/ACT Test-takers by API Rank Decile, 2014–15
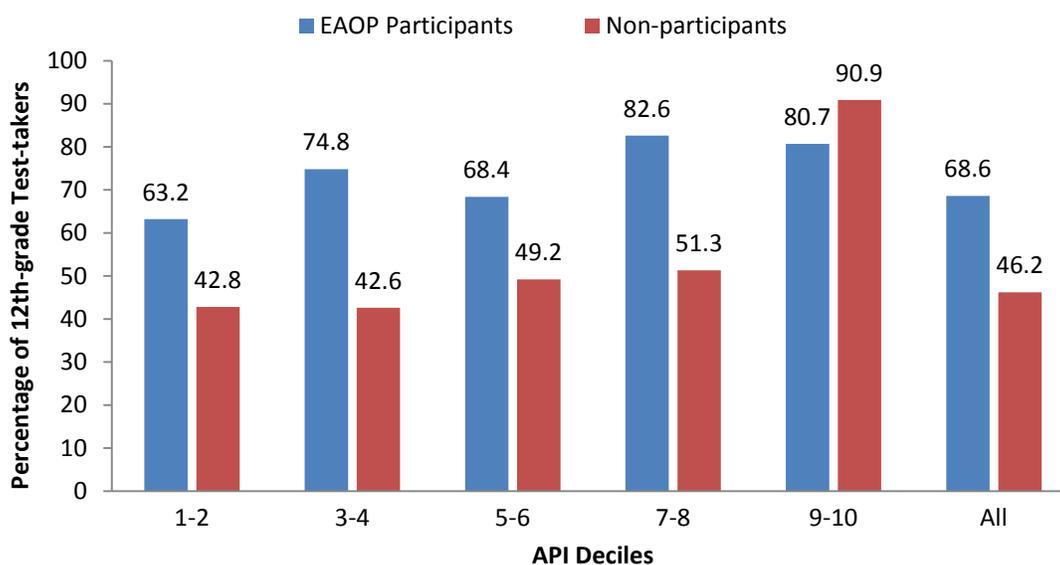
Sources: SAPEP Annual Performance Reporting for 2014–15, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2014–15, and test-taking records of all 2014–15 California high school graduates from ACT and the College Board. Note: Of the 212 K–12 schools reported as being served by EAOP during 2014–15, only the 143 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 55 of the included schools have API ranks 1–2, 41 have API ranks 3–4, 33 have API ranks 5–6, 10 have API ranks 7–8, and 4 have API ranks 9–10.

As shown in Figure 7, EAOP college-going rates for UC and CSU have remained relatively stable during the intervening years since the baseline. However, the rate of enrollment in the California Community College (CCC) system has fluctuated from a low of 16 percent in 2006–07 to the current 10-year high rate of 25 percent.

Figure 7. Immediate Postsecondary Enrollment Rates for EAOP 12th-grade Participants, 2004–05 to 2014–15
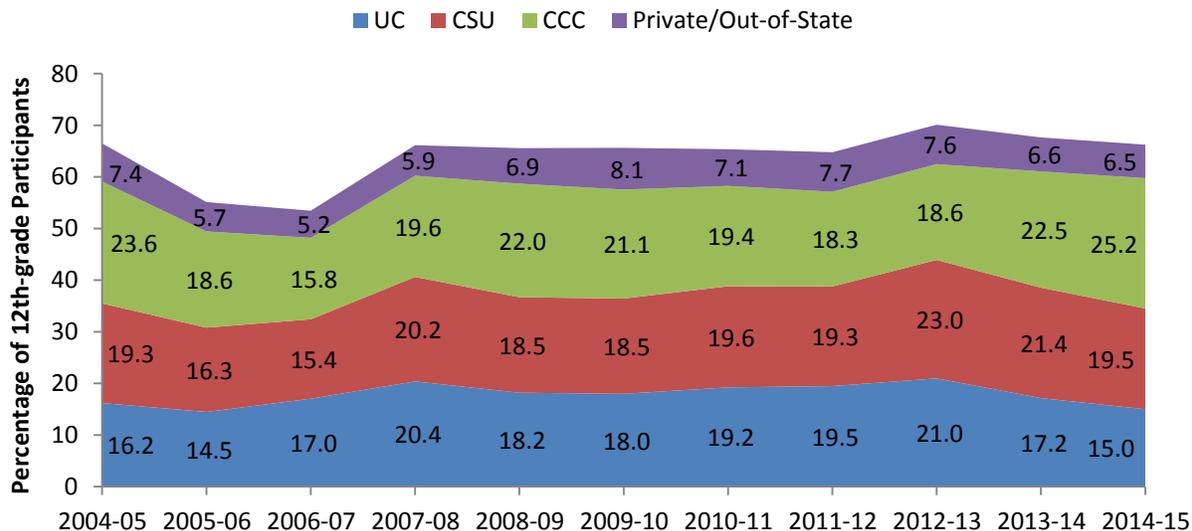
Sources: SAPEP Annual Performance Reporting through 2014–15, National Student Clearinghouse, and UC Corporate Student System. Note: All data represent post-secondary enrollment in the fall following program participants' 12th-grade year; e.g., 15.0% of 2014–15 12th-grade EAOP participants enrolled at UC in fall 2015.

Graduate and Professional School Programs (GPSP)

GPSP identifies high-achieving economically and educationally disadvantaged undergraduate students and prepares them for careers as academicians, researchers, specialists, practitioners and leaders.

2014–15 Service Population:
- 310 total undergraduate participants served across four programs
- 45 percent of participants were first-generation students
- 66 percent of participants were from the underrepresented minority (URM) groups African American, American Indian, and Chicano/Latino
- 8 percent of participants had previously participated in an academic preparation program
- 135 participants in academic pre-graduate programs
- 175 participants in pre-professional programs

2014–15 Outcomes
Of the 4,246 GPSP participants tracked over multiple years, 1,359 (32 percent) enrolled in graduate and professional schools in 2015–16. Factoring in an additional 262 participants who were in the process of applying and 1,149 who had already completed graduate/professional programs, a total of 2,770 program participants through 2014–15 (65 percent) have sought graduate and professional school enrollment, compared to 78% in the 2004–05 baseline measure.

K–20 Regional Intersegmental Alliances

K–20 Regional Intersegmental Alliances (aka P–20) align campus SAPEP programs and their local and regional K–20, community, and business partners to increase "a-g" course-completion rates and college-going rates.[18]

2014–15 Service Population:
- 100,660 total K–20 participants served, including 17,753 K–12 English-language learners
- 10,975 teachers, counselors, and administrators served
- 432 K–12 schools served/participated

2014–15 Outcomes
Some K–20 Regional Intersegmental Alliances work with entire school districts, and comparison group data are not available or applicable in many instances; however, when available, outcomes are notable.

To increase "a-g" sequence completion rates by ten percent:
- In 2014–15, of 9,204 participants' transcripts reviewed, 54 percent completed the "a-g" sequence with a grade of C or better in each course, compared to 30 percent in the 2004–05 baseline measure.

To increase college-going rates by ten percent:
- In 2014–15, of 3,268 participants sampled, 75 percent enrolled in postsecondary institutions (including UC, CSU, CCC, and private/out-of-state institutions), compared to 27 percent in the 2004–05 baseline measure.

MESA Community College Program

Mathematics, Engineering, Science Achievement (MESA) Community College Program assists community college students academically in transferring to four-year postsecondary institutions with majors in STEM (Science, Technology, Engineering, and Mathematics) fields.

2014–15 Service Population:
- 4,172 community college students served
- 35 California Community Colleges served/participated

2011–12 Outcomes[19]
There were 726 transfer-ready MESA Community College Program participants in 2014–15, compared to 572 in the 2004–05 baseline measure, all of whom transferred to four-year institutions with a STEM major; 46 percent matriculated to the California State University (CSU) system, 45 percent to the UC system, and 9 percent to private/out-of-state institutions.

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

[19] Data reported are for 2011–12. No data were available from the California Community Colleges Chancellor's Office for 2012–13 through 2014–15.

MESA Schools Program

Mathematics, Engineering, Science Achievement (MESA) Schools Program enables K–12 students throughout the state to excel in STEM (Science, Technology, Engineering, and Mathematics) fields and to pursue higher education.[20]

2014–15 Service Population:
- 17,836 K–12 participants served
- 367 K–12 schools served/participated

2014–15 Outcomes

To increase the proportion of program participants who pass the CAHSEE by the 10th grade:
- In 2013–14 (the most recent year for which data are available[21]), of 1,549 MESA transcripts reviewed, 63 percent passed the CAHSEE by the 10th grade, compared to 74 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 program participants who complete the "a-g" sequence:
- In 2014–15, of 1,600 MESA 12th-grade transcripts reviewed, 67 percent completed the "a-g" sequence with a grade of C or better in each course, compared to 54 percent in the 2004–05 baseline measure.
- In 2014–15, of 1,600 MESA 12th-grade transcripts reviewed, 93 percent completed Algebra I (a key academic milestone) by the beginning of 10th grade, compared to 77 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the "a-g" sequence and taking the SAT or ACT):
- In 2014–15, of 650 MESA 12th-graders transcripts reviewed, 55 percent of participants who had completed the "a-g" sequence with a grade of C or better in each course also took the SAT or the ACT, compared to 42 percent in the 2004–05 baseline measure.
- In 2014–15, MESA participants also had much higher SAT/ACT test-taking rates than non-participants at the same schools, with 81 percent of MESA participants taking either the SAT or the ACT, compared to 52 percent of non-participants. See Figure 8.

To increase the proportion of program participants who go directly from high school to college:
- In 2014–15, of 1,964 MESA 12th-graders served, 73 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2015, compared to 62 percent in the 2004–05 baseline measure. See Figure 9.

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[20] Because of logistical issues, not all MESA participant transcripts can be reviewed, but the transcripts reviewed should be considered representative of the entire population.

[21] As of this writing, the CAHSEE exam is being reconfigured by the California Department of Education, so no data are available for 2014–15.

Figure 8. Percentage of MESA 12th-grade SAT/ACT Test-Takers by API Decile Rank, 2014–15
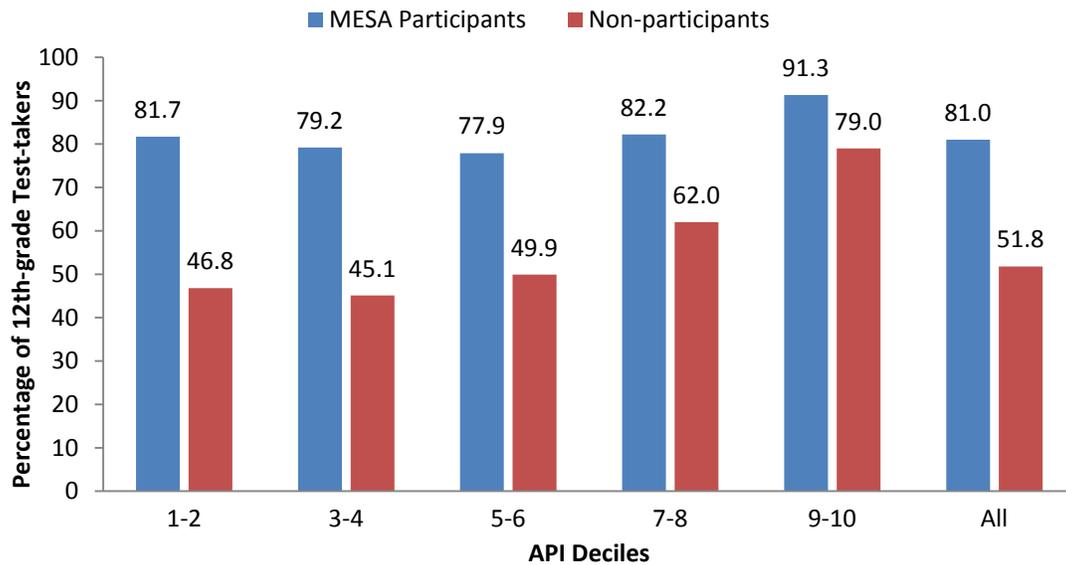
Sources: SAPEP Annual Performance Reporting for 2014–15, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2014–15, and test-taking records of all 2014–15 California high school graduates from ACT and the College Board. Note: Of the 365 K–12 schools reported as being served by MESA during 2014–15, only the 103 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 29 of the included schools have API ranks 1–2, 27 have API ranks 3–4, 23 have API ranks 5–6, 12 have API ranks 7–8, and 12 have API ranks 9–10.

As shown in Figure 9, MESA college-going rates for all three segments of California's public higher education system have remained relatively stable during the intervening years since the baseline measurement, despite an overall drop in 2009–10 and slow recovery to 2008–09 levels of post-secondary enrollment in 2014–15. This overall drop coincides with the first of several large budget cuts to SAPEP programs.

Figure 9. Immediate Postsecondary Enrollment Rates for MESA 12th-grade Participants, 2004–05 to 2014–15
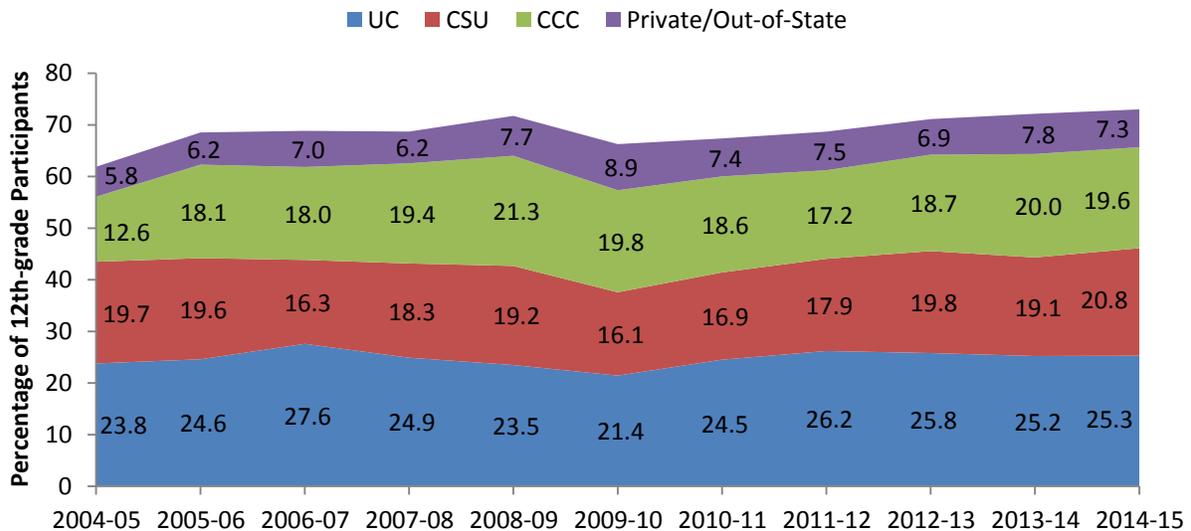
Sources: SAPEP Annual Performance Reporting through 2014–15, National Student Clearinghouse, and UC Corporate Student System Note: All data represent post-secondary enrollment in the fall following program participants' 12th-grade year; e.g., 25.3% of 2014–15 12th-grade MESA Schools Program participants enrolled at UC in fall 2015.

Puente Community College Program

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

2014–15 Service Population:

- 8,116 community college participants served
- 120 community college teachers participated
- 60 community college counselors received professional development
- 59 California Community Colleges served/participated

2014–15 Outcomes

There were 1,042 transfer-ready Puente Community College Program participants in 2014–15, compared to 795 in the 2004–05 baseline measure. Also, between 1999 and 2014, the annual number of participants transferring to four-year institutions nearly doubled, from 295 to 588.

Puente High School Program

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

2014–15 Service Population:
- 5,130 high school participants served
- 35 high schools served/participated

2014–15 Outcomes
To increase the proportion of program participants who graduate from high school:
- In 2014–15, of 1,173 12th-grade Puente participants, 96 percent graduated from high school, compared to 95 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 program participants who complete the "a-g" sequence:
- In 2014–15, of 1,173 12th-grade Puente participants, 71 percent completed the "a-g" sequence with a grade of C or better in each course, compared to 53 percent in the 2004–05 baseline measure.
- In 2014–15, of 1,173 12th-grade Puente participants, 91 percent completed Algebra I (a key academic milestone) by the beginning of 10th grade, compared to 72 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the "a-g" sequence and taking the SAT or ACT):
- In 2014–15, of 1,173 12th-grade Puente participants, 56 percent of participants who had completed the "a-g" sequence with a grade of C or better in each course also took the SAT or the ACT, compared to 46 percent in the 2004–05 baseline measure.
- In 2014–15, Puente participants also had much higher SAT/ACT test-taking rates than non-participants at the same schools, with 73 percent of MESA participants taking either the SAT or the ACT, compared to 46 percent of non-participants. See Figure 10.

To increase the proportion of program participants who go directly from high school to college:
- In 2014–15, of 1,173 Puente 12th-graders served, 69 percent enrolled in postsecondary institutions (including UC, CSU, CCC, and private/out-of-state institutions) in fall 2015, compared to 67 percent in the 2004–05 baseline measure. See Figure 11.

Figure 10. Percentage of Puente 12th-grade SAT/ACT Test-takers by API Decile Rank, 2014–15
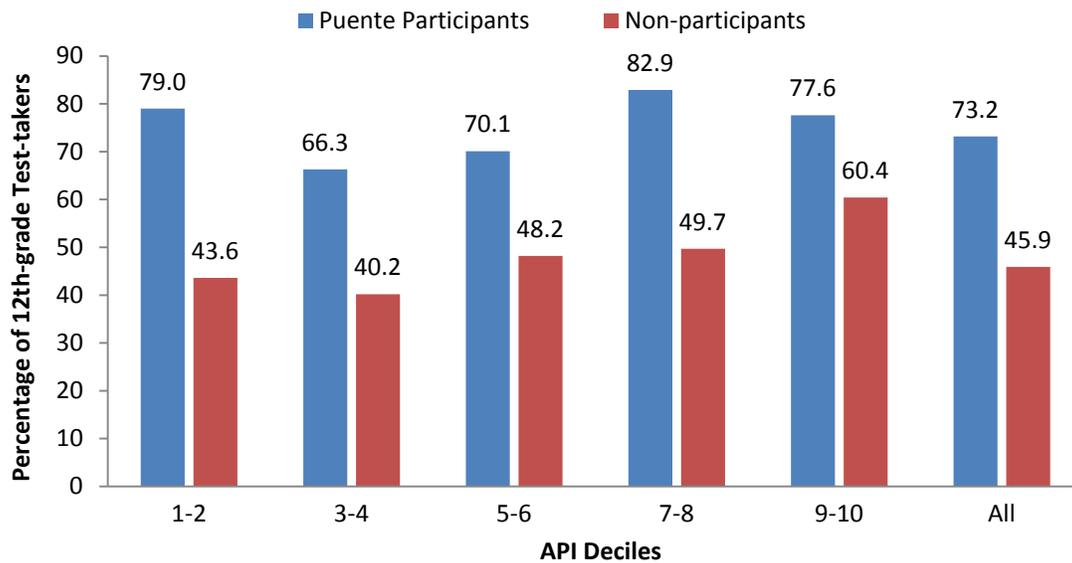
Sources: SAPEP Annual Performance Reporting for 2014–15, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2014–15, and test-taking records of all 2014–15 California high school graduates from ACT and the College Board. Note: Of the 35 K–12 schools reported as being served by Puente during 2014–15, only the 27 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 7 of the included schools have API ranks 1–2, 8 have API ranks 3–4, 9 have API ranks 5–6, 2 have API ranks 7–8, and 1 has API rank 9.

As shown in Figure 11, Puente college-going rates for all three segments of the California public higher education system have remained relatively stable during the intervening years since the baseline measurement, despite an overall drop in 2008–09 and slow recovery to 2007–08 levels of post-secondary enrollment in 2014–15. This overall drop coincides with the first of several large budget cuts to SAPEP programs.

Figure 11. Immediate Postsecondary Enrollment Rates for Puente 12th-grade Participants, 2004–05 to 2014–15
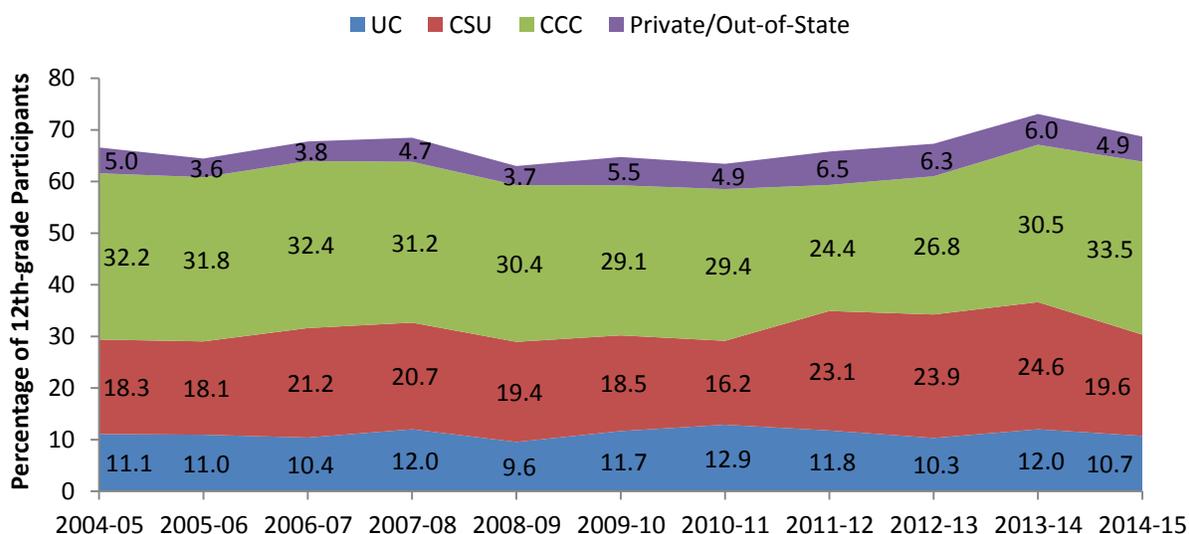
Sources: SAPEP Annual Performance Reporting through 2014–15, National Student Clearinghouse and UC Corporate Student System. Note: All data represent post-secondary enrollment in the fall following program participants' 12th-grade year; e.g., 10.7% of 2014–15 12th-grade Puente High School Program participants enrolled at UC in fall 2015.

Scout from the University of California

Scout from the University of California (formerly known as UC College Prep Online or UCCP) facilitates college preparation through internet-based middle-school and high-school courses, including Advanced Placement and "a-g" classes.

2014–15 Service Population:
- 2,951 total participants served at 213 California K–12 schools, with 6,458 online enrollments
- 28 percent of enrolled participants were eligible for free or reduced-price meals
- 29 percent of enrolled participants were English-language learners
- 43 percent of enrolled participants spoke a language other than English at home

2011–12 Outcomes[22]
Of 415 UCCP participants reviewed, 92 percent successfully completed AP and honors classes, compared to 69 percent in the 2004–05 baseline measure.

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

Student-Initiated Programs (SIP)

SIP facilitates college access for K–12 and community college students labeled "at risk," meaning that they might not otherwise enroll at four-year postsecondary institutions, through academic development and individual attention from volunteer UC students.

2014–15 Service Population:
- 16,957 total participants served
- 12,623 K–12 students served
- 341 community college students served
- 2,878 undergraduate students served
- 87 graduate students served
- 1,028 students with unknown grade level served

2014–15 Outcomes
To improve data collection:
- Several UC campus programs continue to revamp their data collection procedures and are collaborating with researchers to develop comprehensive data systems for better tracking of program participants and outcomes.

To increase the number of program participants who go to college and/or transfer to a baccalaureate degree-granting institution from a community college:
- In 2014–15, of 1,927 SIP 12th-grade participants surveyed, 28 percent were either attending or planning to attend a postsecondary institution, compared to 69 percent in the 2004–05 baseline measure. To increase the number of UC undergraduate program participants who matriculate into graduate and professional schools:
- In 2014–15, of 157 SIP undergraduates surveyed, 31 percent either matriculated or planned to matriculate into graduate and professional schools, compared to 45 percent in the 2004–05 baseline measure.

University-Community Engagement (UCE)

UCE contributes to the SAPEP mission to raise student achievement and close achievement gaps by supporting relevant UC campus-community collaborations.

2014–15 Service Population:
- 1,440 K–12 students and 1,036 parents served in community settings
- 7 grant-funded, three-year University-Community Engagement projects

2014–15 Outcomes
To increase postsecondary awareness among K–12 students:
- In 2014–15, of 252 K–12 participants surveyed, 85 percent indicated increased postsecondary awareness, compared to 79 percent in the 2006–07 baseline measure.

To improve mathematics proficiency among middle school students:
- In 2014–15, of 13 middle-school participants participating in pre/post math exams, 77 percent improved in mathematics proficiency by more than 20 percent, compared to 43 percent in the 2006–07 baseline measure.

University Community Links (UC Links)

UC Links connects UC and community partners in a network of after-school programs that provide academic preparation activities for K–12 youth, as well as quality educational opportunities for the undergraduate students who mentor them.

2014–15 Service Population:
- 3,632 total participants served
- 140 pre-Kindergarten students served
- 2,732 K–12 students served
- 705 undergraduate students served
- 55 graduate students served
- 37 K–12 schools participated as sites serving 10 or more UC Links PreK–12 participants

2014–15 Outcomes
To increase the literacy knowledge and skills of PreK–8 students:
- In 2014–15, of 1,122 UC Links K–12 participants who were evaluated, the proportion of participants whose literary knowledge and skills were assessed as grade-level proficient increased from 28 percent before program participation to 61 percent after program participation, a 33 percentage-point gain, compared to a 15 percentage-point gain in the 2013–14 baseline measure.

To increase the UC Links undergraduate students who apply to graduate and professional schools:
- In 2014–15, of 487 undergraduate participants surveyed, 74 percent reported that they were applying to, had been admitted to, or had enrolled in graduate and professional programs, compared to 76 percent in the 2004–05 baseline measure.

Summary

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

SECTION 5. BUDGET AND COSTS

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

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

As shown in Figure 12 and Table 2, the overall decrease in SAPEP funding from 2007–08 to 2014–15 was $6.8 million (or 21.6% of 2007–08 funding). However, these cuts could have been even more dramatic in light of California's recent financial crises. While the 2010–11 Budget Act called for SAPEP funding to remain fixed at 2009–10 levels, UC was authorized during the following two years to reduce SAPEP funding proportionally to reductions in state general funds for other programs. Consequently, while state funding for SAPEP could have been reduced by as much as 21.3% in 2011–12, the SAPEP portfolio only experienced an overall budget reduction of 17%. Since then, state funding for SAPEP programs has remained constant.

Figure 12. SAPEP Budget by Funding Source, 2007–08 to 2014–15 (in thousands of dollars)
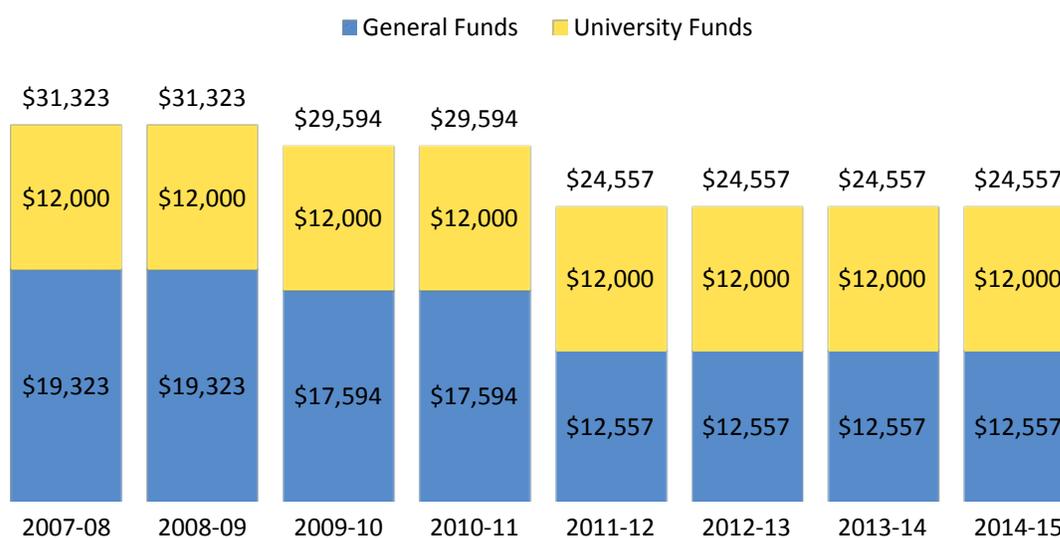
Source: UC Office of the President, Budget Analysis and Planning.

Because of their reduced funding, SAPEP programs have leveraged state and UC investment by securing additional funding from the governmental organizations like the National Science Foundation and the U.S. Department of Education, as well as numerous private foundations, corporate foundations

and donors from many different businesses and industries. These funds, which are earmarked for direct investment in California's K–12 schools and colleges, help raise achievement and outcomes for students and families. Without the state's investment, a dollar figure often used to seek matching funds from private and federal sources, UC campuses would be far less successful in generating additional resources in support of UC's partner K–20 institutions.

Table 2. SAPEP Program Budgets, 1997–98 to 2014–15 (selected years; dollars in thousands)

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UNIVERSITY OF CALIFORNIA
STUDENT ACADEMIC PREPARATION AND EDUCATIONAL PARTNERSHIPS
1997-98, 2000-01, 2008-09, 2009-10, 2011-12, and 2014-15 Budgets
(DOLLARS IN THOUSANDS)

This table shows the budget for each SAPEP program in 1997-98, prior to significant funding augmentations; in 2000-01, when SAPEP funding reached its peak; in 2008-09, representative of a few years of stable funding for SAPEP programs; and in 2009-11 and 2011-12, when SAPEP programs were subject to budget reductions. Budget levels for 2012-13 through 2014-15 remain unchanged from 2011-12 levels.

	1997-98 State & UC Funds	2000-01 State & UC Funds	2008-09 State & UC Funds	2009-10 State & UC Funds	2011-12 State & UC Funds	2014-15 State & UC Funds[2]
Direct Student Services Programs						
Community College Transfer Programs[1]	$ 1,718	$ 5,295	$ 3,279	$ 3,058	$ 2,413	$ 2,413
EAOP	4,794	16,094	8,914	8,416	7,356	7,356
Graduate and Professional School Programs	1,893	8,575	2,661	2,623	2,408	2,408
MESA K-12 Programs	4,169	9,355	4,861	4,394	3,806	3,806
MESA Community College Programs	22	1,309	327	327	327	327
Puente High School	-	1,800	1,051	980	793	793
Puente Community College Programs	162	757	450	419	340	340
Student-Initiated Programs	-	-	440	440	388	388
UC Links	-	1,656	694	622	622	622
Statewide Infrastructure Programs						
ASSIST	360	360	429	389	377	377
Community College Articulation	-	-	600	600	600	600
Longer-Term Strategies						
K-20 Regional Intersegmental Alliances (formerly School-University Partnerships)	-	15,591	1,395	1,361	1,209	1,209
Direct Instructional Programs						
Preuss Charter School	-	1,000	1,000	1,000	-	-
UC College Preparation (online courses)	-	8,400	3,106	3,059	2,411	2,411
Other Programs						
Evaluation	-	1,386	1,180	1,077	855	855
Other Programs (currently includes University-Community Engagement, ArtsBridge, Other)	203	3,887	936	829	652	652
Programs that have been eliminated or consolidated into other, including Test Preparation, Dual Admissions, Gateways, Informational Outreach and Recruitment, Central Valley Programs, UC ACCORD	4,750	9,717	-	-	-	-
Total	**$ 18,071**	**$ 85,182**	**$ 31,323**	**$ 29,594**	**$ 24,557**	**$ 24,557**
General Funds	$ 16,996	$ 82,243	$ 19,323	$ 17,594	$ 12,557	$ 12,557
University Funds	$ 1,075	$ 2,939	$ 12,000	$ 12,000	$ 12,000	$ 12,000

1 Includes an additional $2 million beginning in 2006-07 for the UC/Community College Transfer Initiative for Access
2 Budget levels for 2012-13, 2013-14, and 2014-15 are identical to 2011-12 budget levels, as no budget reductions were made in those years.

</div>

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

SECTION 6. CONCLUSION

UC's commitment to delivering college preparation, access and support to SAPEP's target population of underserved California K–20 students is important to the state, especially in the wake of the recent recession. Students have been hit hard by massive education budget cuts, increased higher education costs and reduced space for first-time students in all higher education segments.

SAPEP programs address the whole spectrum of needs of under-resourced K–12 schools and students, including advising students on course selection and planning, improving practical living skills and financial literacy, assisting with transfer planning and major choice/preparation, and helping administrators and teachers enhance curricular relevance and rigor, whether at a UC or elsewhere. Once students are assisted with college-readiness, they are more prepared to enter the working world and become high-earning members of California's labor force.

APPENDIX A. DATA SOURCES AND LIMITATIONS

Data Sources

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

(1) SAPEP Annual Performance Reporting

- Four of the largest SAPEP Programs (EAOP, MESA, Puente and Transfer Prep) annually submit participant-level demographic and academic data, including ethnicity, completion of "a-g" coursework, Algebra I completion and transfer-readiness.

- Each SAPEP program annually submits school-level data, including the number of participants served.

- Each SAPEP programs also submits an aggregate Annual Performance Reporting (APR) summarizing key demographic and outcomes data.

(2) Participant outcomes data

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

- UC primarily determined college-going outcomes by matching participant data to student-level data from the UC Corporate Student System and the National Student Clearinghouse. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.

(3) Comparison data

- The CDE provides numerous files of downloadable California public schools information, including demographic and outcomes data like grade level, ethnicity, gender, API decile rankings and "a-g" sequence completion rates.

- The California Postsecondary Education Commission (CPEC) provides numerous reports on statewide educational outcomes, including postsecondary enrollment and community college transfer rates.

Data Limitations

Despite UC's attempts to collect comprehensive, uniform and accurate data for all SAPEP programs and their participants, several important limitations exist.

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

In addition, because numerous independent data sources have been used, there is variation in data-field definitions, data-collection frequency and statistical methodology; e.g., while some statistics are based upon complete participant counts or census data, others rely on sampling methods. In addition, some data were collected from secondary sources intended for administrative purposes (e.g., school enrollments, graduation rates and API decile rankings), while other data were directly collected using techniques like surveying.

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

APPENDIX B. COMMON TERMS AND ABBREVIATIONS

A-G — The "a-g" coursework sequence comprises 15 high-school classes that students must take in order to be eligible for freshman admission to both the UC system and the CSU system.

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

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

API — The Academic Performance Index (API) provides the cornerstone of California's *Public School's Accountability Act of 1995* by measuring the academic performance and growth of schools using a variety of metrics. An API decile rank is calculated for each California public school by converting students' performance on statewide assessments to an overall API for each school and then ranking schools a decile scale within school type (elementary schools, middle schools and high schools) based upon which range of corresponding grade levels contributes the most test scores to the API calculation process. The statewide assessments used include

- California standard tests,
- California modified assessment,
- California alternate performance assessment, and
- the California High School Exit Examination (CAHSEE).

The API decile rank ranges from 1 to 10; an API decile rank of 1 is assigned to the lowest-performing schools, and an API decile rank of 10 is assigned to the highest-performing schools.

Note: As of this writing, the CDE is in the process of revising the API ranking system, as well as the statewide assessments it's based upon; the most recent API rankings available are from the 2013–14 academic year.

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

AY — The academic year (AY) generally begins July 1st and ends June 30th.

CAHSEE — The California High School Exit Exam (CAHSEE) is a requirement for high school graduation created by the CDE.

Note: As of this writing, the CDE is in the process of revising the CAHSEE graduation requirement.

CCC — The California Community College (CCC) system is one of the three segments of California's public postsecondary system, the other two being the CSU and UC systems. The CCC system is the largest higher educational system in the United States and, for the period covered by this report, included 112 colleges in 72 districts that collectively served more than 2.3 million students.

Note: In 2015–16, the number of CCCs grew from 112 to 113.

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

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

CSU —The California State University (CSU) system is one of the three segments of California's public postsecondary system, the other two being the CCC and UC systems. For the period covered by this report, the CSU system included 23 campuses serving more than 450,000 undergraduate and graduate students.

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

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

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

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

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

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

UC — The University of California (UC) system is one of the three segments of California's public postsecondary system, the other two being the CCC and CSU systems. For the period covered by this report, the UC system included 10 campuses serving more than 250,000 undergraduate and graduate students.