

University-Community Links To Higher Learning

Annual Report 2006-2007

UC LINKS

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To
Higher Learning

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Annual Performance Report
for
Student Academic Preparation and Educational Partnerships
(SAPEP) Program
University of California
Office of the President

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University-Community Links
Annual Performance Report for Student Academic Preparation and Educational Partnerships (SAPEP)

EXECUTIVE SUMMARY

University-Community Links (UC Links) is a statewide faculty initiative that supports a network of 27 after-school programs at 22 program sites. Sponsored by eight university campuses, these programs provide technology-based and hands-on learning activities for over 2850 K-12 youth in low-income, diverse communities throughout California. As a state-funded program, UC Links since 2004-05 has been required by the University of California, Office of the President (UCOP), and the State Legislature to participate in the annual evaluation of all University of California (UC)-supported Student Academic Preparation and Educational Partnership (SAPEP) programs. The aim of this evaluation effort is to ensure that these programs are effectively assisting UC and the state to meet goals for a more diverse university student body. Each year, UCOP submits a statewide report to the Legislature summarizing the achievement of its sixteen SAPEP programs; the statewide report is based on the annual performance reviews that all SAPEP programs, including UC Links, provide. The SAPEP annual performance report for UC Links, the collaborative work of the UC Links Statewide Office, together with the UC Links principal investigators and site coordinators who operate the program sites in communities throughout California, is presented in the following pages.

Program purpose:

UC Links is a multi-campus, intersegmental faculty initiative, linking community, school, and university partners in a statewide network of after-school programs that provide academic preparation and enrichment activities for K-12 youth, while offering quality educational opportunities for university students (Appendix I). The primary mission is to help close the achievement gap earlier in the academic pipeline, by providing formal and informal learning activities that build literacy skills, technology literacy skills, English fluency, and overall academic preparation for elementary and middle school students, so that they are better prepared for success in high school. Although the major focus is on K-8, UC Links has begun to serve students at 7 high schools since 2006. UC Links also works to increase college awareness and aspirations among students, especially in the elementary and middle school years, and to enhance the quality of undergraduate education by tying academic courses to rich practicum field-training experiences at UC Links after-school sites.

Program goals:

UC Links goals and objectives fulfill both the SAPEP mission and other academic enrichment goals. This report focuses primarily on those mandated by SAPEP. SAPEP Goal 1 is to increase the number and percent of participants prepared to enter and complete the a-g pattern, as indicated by their scoring at or above grade level on state

standardized tests, and by high school participants' completing an a-g course pattern and Algebra I. Goal 5 is to increase the number and percent of undergraduates who apply to, and are admitted and enrolled in graduate or professional degree programs. Goal 8 is to increase the number of community college students who are transfer ready. Other UC Links objectives include strengthening reading and writing skills, developing information and communication technology skills, re-engaging disengaged students in academically oriented pursuits and promoting critical thinking through exciting learning activities.

Progress toward SAPEP goals:

In 2006-07, UC Links served 2857 K-12 students in 27 after-school programs located at 22 sites serving 37 feeder schools (Appendix II); these sites were supervised by 21 postsecondary faculty. K-12 students served are predominantly from low-income families, the majority of whom are English language learners (ELL) who speak languages other than English at home; over 95% attend low-performing schools (Appendix IV). UC Links also served 908 undergraduates and 42 graduate students.

Since SAPEP goals were established in 2005, UC Links programs have worked closely with partner schools and community organizations, to gather school data about the success of UC Links learning activities in promoting the academic achievement of participating students. These data suggest that participants develop the knowledge and skills, especially in English Language Arts, needed to transition to higher levels of academic competency. In 2006-07, 70.3% of the participating K-8 students for whom data were available scored at or about grade level according to state test score data; thus, in its third year of SAPEP reporting, UC Links has now met its K-8 achievement objectives for SAPEP Goal 1 (Appendix V).

The results of the UC Links 2006-07 Pilot Reading Assessment further support this finding. Data from 8 participating sites showed a 14% increase from pre-test (49%) to post-test (63%) on questions drawn from released items on the California Standards Test for English Language Arts (Appendix III). Among ELL students, data showed an increase of 27% from pre-test (42%) to post-test (69%). Data on school performance indicate that at the underperforming schools that UC Links participants attend, students are scoring at Advanced and Proficient levels in Math and English Language Arts at higher percentages than in demographically comparable schools (Appendix II). Data show that 361 students from 7 high schools participated at 5 UC Links sites, and 68 community college students participated at 3 sites. Achievement data for high school students and transfer data for community college students have proven difficult to obtain (see Question 3, below).

For undergraduates, data indicate that the number of participating graduating seniors applying to graduate or professional schools increased from 240 in 2005-06 to 266 (76%) in 2006-07, while of the 216 admitted, 210 (97%) enrolled. For Goal 8, UC Links continued to work with 3 community colleges, but data for these programs were difficult to collect (see Question 3, below). These results suggest that UC Links is fully meeting Goals 1 and 5, and is maintaining a community college presence with indeterminable impact. In summary, UC Links is making a positive difference in the academic preparation and aspirations, especially of the K-8 students and undergraduates that the program is primarily charged to serve.

University-Community Links
SAPEP Annual Performance Report

Program Narrative

Since 2005, the Student Academic Preparation and Educational Partnerships Program (SAPEP) at the University of California Office of the President (UCOP) has required UC Links and the other programs that it supports to provide narrative reports on the following questions:

1. Briefly describe how your project is furthering the SAPEP mission.
2. What aspects of your program do you think are most successful (have the greatest impact) in achieving the SAPEP mission? Why?
3. What challenges have you encountered in reaching the SAPEP goals from the SAPEP Accountability Framework and how have you addressed these problems?
4. Describe how your program selects its target populations of students and/or schools/colleges/communities.
5. Describe how your program has functioned as a change agent in the schools, community colleges, other IHE's, and/or communities it serves. Please also discuss how your program collaborates with other UC SAPEP programs and other academic preparation programs.
6. Aside from the SAPEP goals your program selected, what other goals does your program pursue, and to which agency is this information reported?
7. Describe your program's success at leveraging funds or resources in support of K-12 and community college education. Types of resources might include: a) financial resources, including matching funds; b) technical expertise including collaborative grant-writing or exchange of staff or personnel; c) other in-kind contributions, including the use of facilities, supplies or services.
    a. Please report on total amount of funds raised for the 2006-07 academic year and for the short term (e.g., next three to five years).
8. Please provide any additional information about your program that you think would be helpful to UCOP in understanding the contents of your annual report.

In addition to the narrative reports on these questions, the SAPEP Program evaluates all programs on their demographic data and on their ability to meet three specific goals from a total list of eight agreed upon by UCOP and the Legislature. UC Links was required to report on its progress in meeting the following three goals:

- Goal 1: preparation of K-12 students for successful completion of an a-g course pattern in high school,
- Goal 5: the preparation of undergraduates to pursue higher learning in graduate or professional schools, and
- Goal 8: preparation of California Community College students for transfer to four-year institutions.

This report responds to each of the eight questions above in sequence. Demographic data and student performance data on the three SAPEP goals may be found in the appendices.

1. The SAPEP mission:

Like other SAPEP programs, UC Links is required to report on how it supports the mission of the Student Academic Preparation and Educational Partnerships (SAPEP) Program. The SAPEP Accountability Framework has defined that mission:

> The goal [mission] of the University of California's Student Academic Preparation and Educational Partnerships programs is to work in partnership with K-12, the business sector, community organizations and other institutions of higher education to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline so that a higher proportion of California's young people**,** including those who are first generation, socioeconomically disadvantaged and English language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities and/or achieve success in the workplace. (*Student Academic Preparation and Educational Partnerships Accountability Framework, p. 2.)*

University-Community Links promotes K-8 students' academic preparedness (1) by strengthening their English language arts and other content area knowledge and skills, (2) by building their problem-solving skills and self-confidence, and (3) by fostering positive academic attitudes and aspirations to attend college. Through formal and informal after-school learning activities guided by university student mentors and sustained throughout the school year, UC Links programs help enable K-8 students from low-income communities to enter "a-g" college preparatory high school courses. UC Links also serves 9th through 12th grade students at six high schools. A majority of these students are from families who speak a language other than English at home, who are from socio-economically disadvantaged communities and who represent the first generation of potentially college-going youth in their families. UC Links faculty, staff, and students also collaborate with these students' teachers and parents to bring about school change and promote a college-going culture in participating schools and communities.

Working primarily at the beginning of the K-20 pipeline, UC Links furthers the SAPEP mission in four ways. (1) University-community collaboration: UC Links implements sustainable inter-institutional collaborative connections, linking university campuses with local schools and community organizations to improve the academic outcomes, attitudes, and aspirations of K-12 students in low-income communities and low-performing schools, and to bring about school change. As a collaboration between UC, CSU and other university campuses, together with local school and community organizations at 22 program sites throughout California, UC Links also serves as a impetus for pooling existing institutional resources (technology and other educational

equipment, materials, and professional knowledge) and for securing external financial resources to ensure ongoing program development and sustainability. (2) Formal and informal after-school academic-preparation activities: UC Links provides socio-economically disadvantaged students with exciting computer-based and hands-on learning activities, guided by undergraduate and graduate student mentors. These activities help develop reading, writing, and technology, and critical thinking skills and knowledge relevant to various content areas, including English language arts, visual and performing arts, geography, history, science, and mathematics.

By developing many of these innovative content-based resources, UC Links exposes participating students to academically rich materials and resources that improve reading comprehension and writing skills and encourage critical thinking in a range of content areas. UC Links activities also provide guided assistance in reading and writing and in the production of finished written and multi-media products, enabling the children to develop their English language competencies. Finally, UC Links extends access to explore new technologies for children from low-income communities and develops their ability to use new technologies effectively for higher-order thinking and complex instructional activities. Mentoring by university students provides K-12 participants with the motivation and interest to attend college, and information about college. (3) Through undergraduate coursework and practicum field experience, UC Links affiliated faculty provide university students with quality teaching, curriculum, and practicum training in a variety of disciplines and prepares them academically to pursue higher levels of university training in graduate and professional schools, including teacher preparation and credentialing.

In 2006-07, UC Links faculty operated 27 programs at 22 sites for underserved students from low-income communities through homework assistance, tutoring, and other formal and informal learning activities. The statewide program served 2857 K-12 youth, linked with 908 undergraduates (including 68 community college students), and 15 graduate students. Of the 2857 K-12 students, 1,931 (68%) were Latino or Hispanic, 362 (13%) were African American, and 69 (2%) were Southeast Asian or Asian students (see Appendix IV). In summary, UC Links serves the SAPEP mission by extending these students' daily time on both formal and informal academic learning tasks and helping prepare them for successful entry into and completion of the "a-g" college preparatory course curriculum and ultimately for postsecondary education. UC Links programs also create a college-going culture for the students they serve.

2. Program successes:

UC Links sites have been most successful in two areas: (1) providing academic preparation and enrichment for K-8 youth, especially in the areas of reading and writing skills, computer literacy, and English Language Arts in general; (2) providing quality undergraduate education and encouraging and enabling greater numbers of undergraduates to attend graduate and professional schools, including teacher credentialing programs. In addition, UC Links is successful in increasing K-12 participant's attitudes and aspirations for college. The connections children make with undergraduate mentors in the program are key to sparking their mutual success.

At the K-12 level, the program is particularly effective in working with academically disengaged socio-economically disadvantaged youth after school, and in preparing them for greater academic competence in the classroom. Performance data suggest that participants improve their reading and writing in English and acquire key skills and knowledge they need to improve academically. In 2006-07, 70% of the participating K-8 students for whom data were available scored at or about grade level according to state test score data; thus, in its third year of SAPEP reporting, UC Links has achieved its K-8 objective for SAPEP Goal 1.

The UC Links Pilot Reading Assessment, conducted in 2006-07, further support school performance data (see Appendix III). Data from 8 participating sites showed a 14% increase from pre-test (49%) to post-test (63%) on items drawn from released questions on the California Standards Test for English Language Arts. Among ELL students, data showed an increase of 27% from pre-test (42%) to post-test (69%). Other data indicate that, at all of the 16 elementary and middle schools which feed significant numbers of students into UC Links sites, test scores were higher than at demographically comparable schools. Anecdotal and survey data suggest that students improve their understanding of classroom materials and assignments because of the after-school program. On the basis of these data, it appears that UC Links site activities significantly support and complement the literacy instruction that takes place in partner schools.

UC Links achieves these results by implementing innovative activities that re-engage students who have become disengaged from schooling. Effective activities include informal reading exercises, poetry and short narrative writing activities, digital story telling, and literacy-based educational software. One high school program promotes literacy development through authentic community planning projects and presentations to local policy makers. Homework help and other tutorial support complement these kinds of activity and further enable participating youth to improve their school work.

Interaction with undergraduates provides children with face-to-face opportunities for developing larger vocabularies, more advanced cognitive strategies, flexible approaches to learning tasks, and improved problem-solving skills. It also provides motivational support that is crucial for low-achieving children to develop a more positive attitude toward academic endeavors. Work with undergraduates and university campus visits represent opportunities for children to gain practical knowledge and insight into the actual possibilities of college life. In the process, children develop a sense of themselves as college bound students. Students' become more aware of college as a real possibility for them, as a result of their contacts with undergraduate mentors and campus visits.

These interactions also have important consequences for participating undergraduates in the program. In their classes, they are trained how to work effectively with children and how to observe student progress. They also learn to connect theory and practice, by relating their field experience in the after-school program with the concepts and theories they learn in class. As a result, many undergraduates decide to become teachers or to work in professional fields related to education or child development. Sites report that a high proportion of UC Links graduating seniors apply for graduate and professional schools (especially Teacher Education programs and Graduate Schools of Education) because of their experience in UC Links coursework and program participation. Out of 349 undergraduate seniors in UC Links classes for 2006-07 (from a

total of 908 undergraduates), 266 per cent (76%) applied to graduate programs or professional schools, and out of 216 admitted, 210 UC Links undergraduates (97%) were reported to be enrolling in those programs.

3. Program Challenges:

UC Links faces four major challenges in meeting SAPEP goals: (1) challenges to sustainability and scalability; (2) challenges to data collection; (3) challenges to inter-institutional collaboration; and (4) challenges to meeting transactional costs.

Challenges to sustainability include: changing circumstances at sites, the challenge of serving socio-economically disadvantaged youth in low-performing schools, and the limitations of faculty involvement. UC Links faces all the problems that pervade low-performing schools, including: frequent turnover in principals and staff; the lack or obsolescence of technology and other educational and infra-structural resources; and the high mobility and inadequate early preparation of the students served. When principals and key teachers leave, school commitment to after-school programs can change quickly. In 2006-07, 4 sites had to change school locations (but continue to serve the same communities) for these reasons. These changes of location consume resources, interrupt activities, and lose students. Moreover, UC Links sites must first help participants reach grade level before they can begin to show proficiency in test scores. The mobility of students both limits sites' abilities to sustain services for those students and prevents the full collection of data for assessing those students' progress – especially test score data.

Challenges to data collection include: gaining access to test score data from low-performing schools, which often are undergoing reorganization and either have not adequately collected the data or are reluctant to share their data, even with long-term university partners; securing the data within the SAPEP time frame because of limited UC Links and school staff and resources; securing campus IRB (Human Subjects) approval in a timely way to collect student data; collecting methodologically sound evaluation data in a voluntary program with mobile students; securing data for comparison groups because of school and university privacy restrictions; securing data on students at CBO sites that draw students from numerous schools; and gaining access to community-college student data. To address the problems of data collection, the UC Links statewide office has (a) held regular state and local meetings with faculty and site staff about data collection and reporting, and (b) conducted pilot evaluation studies (e.g., the UC Links Reading Assessment). While problems still exist, UC Links data collection ran smoother this year than in the past and doubled the number of students for whom data was available.

Challenges to inter-institutional collaboration include: the transactional time needed to acquire school performance data and the administrative obstacles to developing collaborative arrangements with schools and community colleges (e.g., aligning UC Links courses and after-school activities with CCCs and collecting SAPEP data) because of conflicting academic calendars, course scheduling procedures, administrative processes for decision-making and resource allocation, and the transitory status of many CCC faculty. Limited funding prevents expansion to new CCCs, but UC Links continues to work closely with existing CCC partners to improve these connections.

Sites report that though UC Links funding covers basic costs of running program activities, it does not cover the transactional costs of managing programs, maintaining collaborations with school, community, and CCC partners, and collecting and analyzing evaluation data. UC Links faculty take on major transactional responsibilities which, because of the faculty reward system, conflict with their research and teaching obligations. As a result, though UC Links funding supports graduate student assistance, faculty must limit their time and level of involvement in the program. When they go on sabbatical or leave the program, the continuity of their sites is challenged. One site left the network of funded UC Links sites (but continues as a self-sustaining, community-based after-school program), when the faculty member found that new campus responsibilities and obligations prevented her from remaining active in UC Links.

Recruitment of new faculty is a challenge that the UC Links RFP attempts to resolve, but limited funds keep UC Links from bringing in new faculty, because of the priority to sustain existing successful programs. To address such problems, UC Links sponsors multiple-year funding cycles to ensure stability of funding for successful partner sites and communities. UC Links continues to work hard to sustain, if not expand, their programs and provide SAPEP data.

4. Target populations:

UC Links sites do not generally pre-select or target the students who participate in their after-school activities, although UC Links guidelines do encourage university and community collaborators to focus on socio-economically disadvantaged communities for new site development. Program sites are established by university faculty and staff in collaboration with local schools or community organizations, in order to serve children attending low-performing schools in low-income neighborhoods. The active support of school administrators, teachers, and/or community leaders or groups is a key element in site selection, to ensure program sustainability.

In general, sites have been collaboratively selected on the basis of such indicators as neighborhood poverty (usually as indicated by high percentages of children on free-lunch programs), the relative lack of existing after-school resources (including access to new technologies) for youth, demographics of the local student population, accessibility for undergraduates, and support of school or organization administrators. In addition, sites are selected because the standardized test scores for literacy and English languages skills are disproportionately low among the students in the schools and communities served, and because the students' access to technological and other education resources is relatively low. Out of 22 sites, 16 are located in schools and community organizations serving high percentages of families who are living in extremely low-income communities and who speak other languages than English at home.

Nonetheless, at 5 sites, school administrators and teachers refer those students whom they assess as needing additional academic preparation and attention to the UC Links after-school program. However, most UC Links sites have open enrollment to students from the school or community being served. Within these parameters, working parents often place their children in UC Links programs, to ensure that they have a safe place to be until their parents get off work. In most cases, the policy of open enrollment

ensures that the student population in the after-school program is directly representative of the local student population being served.

5. Program as a change agent:

UC Links serves as a change agent in three ways: (1) direct services to students, teachers, and schools; (2) teacher preparation and professional development; and (3) inter-institutional collaboration aimed at school change and student achievement.

UC Links provides direct services to students through after-school academic and social support during the school year by engaging them with university students in informal educational activities at schools and community organizations. UC Links activities promote children's social confidence and academic competence and help create an academically-oriented, college-going culture among a critical mass of students in participating schools and organizations. Working closely with teachers, UC Links sites help increase the mutual expectations of teachers and students, promote improved classroom behavior and performance, help increase participating schools' overall performance on standardized tests, and provide a venue for exploring innovative teaching and learning activities for the classroom.

Through inter-site communication and the sharing of educational resources and ideas, UC Links sites also serve as models of exemplary teaching and learning activities for other after-school programs and schools locally, nationally, and internationally. UC Links faculty, staff, and students help local schools upgrade existing computer facilities and other technology resources, and help secure funding to acquire new technology equipment and resources. UC Links staff and students also provide ongoing technology and infrastructure development and technical assistance to schools, thus increasing their schools' facilities and electronic capacities – an especially important service for low-performing, resource-poor schools serving socio-economically disadvantaged students.

UC Links supports ongoing teacher preparation and professional development. UC Links courses have become recruiting grounds for teacher education programs and schools of education that train teachers to work in low performing schools. Resources and activities developed collaboratively with teachers and local site innovations, such as digital storytelling, are often adapted by teachers for in-class instruction, and in the process help teachers become comfortable using new technologies and their school's computer facilities productively. Moreover, opportunities to work with their students in the after-school program enable teachers to observe competencies that they had not previously recognized and to raise their expectations for their students.

As an inter-institutional collaborative initiative, UC Links connects UC campuses and other colleges and universities to local schools and community organizations. By establishing sites in diverse, low-income neighborhoods where resource-poor schools have low records of academic performance, faculty provide opportunities for their campuses and students to work with local neighborhoods, to provide real world and practicum learning experiences for undergraduates who serve as mentors to children at the sites, and to conduct research on issues related to teaching and learning in these communities. At the same time, school and community participants provide local

knowledge and real-world experience that inform and correct the research and practice of UC Links university participants. In this exchange of knowledge, institutional partners are able to adapt, modify, and transform educational practice in participating schools, while adjusting administrative procedures to facilitate continuing cross-institutional collaboration.

As a statewide, intersegmental network, UC Links institutions and individuals consistently share ideas and resources through local and statewide meetings and listservs. Collaboration with other SAPEP programs takes place pragmatically at the local level, with local program sites making connections with local P-20 programs around specific activities or events. UC Links sites at UCSD work closely with CREATE, and the UCSB and Whittier College sites work closely with their local ENLACE and P-2- initiatives. At the state level, preliminary discussions about data sharing have begun, so that UC Links' K-8 students can be identified and recruited for high-school level SAPEP programs such as EAOP, MESA, and Puente. UC Links collaborates with 3 community colleges, and efforts to overcome administrative and data-collection obstacles continue but remain complex and problematic. Limited funding and incongruent administrative procedures and academic calendars inhibit the growth of these efforts.

6. Other program goals:

While all UC Links sites pursue goals consistent with SAPEP goals, they also fulfill broader goals that either focus directly on specific student populations served at particular sites or follow guidelines imposed by other funding sources. Many of the latter goals overlap with SAPEP goals – goals such as promoting literacy development, improving the use of technology to support academic skills, providing informal teaching and learning activities, creating a college-going culture through undergraduate mentors, enhancing the quality of undergraduate education, and providing a safe place for children to go after school – and contribute to SAPEP goals. Several sites receiving 21st Century or Proposition 49 funding have explicit academic goals consistent with SAPEP.

Most UC Links sites have specific goals and emphases that supplement SAPEP goals. For example, the Y-PLAN Program (UCB) seeks to increase high school students' civic responsibility and engagement by involving them in community development projects and giving them opportunities to interact directly with public policymakers; however this program also is tied to SAPEP goals through its focus on literacy development as consequence of written and oral presentations that students make on their community development projects. At the request of local communities and parents, sites at UCSD, UCI, UCLA, Whittier, and Sacramento emphasize educational practice and research related to the socio-cultural context of teaching and learning, including issues of language and culture, linguistic and cultural diversity, and bilingual competency.

Most UC Links sites also pursue the goal of preparing undergraduates to become teachers, as well as training teachers themselves, to understand and work effectively with the socio-economically disadvantaged students whom they teach – or are likely to teach – in California schools. Two sites affiliated with American Indian reservations work closely with reservation leaders to identify and achieve educational and cultural goals, including cultural preservation and language maintenance or recovery. All sites are called

upon to provide both formal and informal activities, ranging from homework help and traditional tutorial support to inquiry-based internet activities and digital (multi-media) storytelling.

Other funding agencies mandate such goals as the development of accountability measures focused on student gains in basic literacy, computer literacy, attitudes to schooling, and future aspirations. UC Links sites respond to these goals in the following ways: faculty and staff have developed several literacy-oriented assessment tools, including the UC Links Reading Assessment (implemented in 2006-07), and the UC Links rubrics for assessing student writing and computer literacy, viewable in the "Resources" section of the UC Links website at http://uclinks.org. UC Links has also developed assessment tools for measuring attitudinal change and gains in college and career aspirations.

Because UC Links is a faculty initiative, research is also a primary goal. UC Links faculty have conducted research and published numerous articles on a wide range of questions and issues, including: the impact of after-school activity on children's academic performance, behavior patterns, and social growth; socially shared cognitive development in children; reading, writing, and technology literacy development; the socio-cultural context of learning; language hybridity in both formal and informal educational settings; the social integration of immigrant communities and families in educational contexts; social and cultural processes of learning; the theory and practice of fostering social identity and agency among under-served youth; educational practice using new technologies; and the study of institutional collaboration. Information about these various goals is reported, as appropriate, to the UC Links Statewide Office, participating community organizations, academic journals, UC Office of the President, and to the funding agencies listed in Questions 7.

7. Extramural funds and resources:

UC Links has had considerable success at leveraging funds and resources from a variety of sources. (a) UC Links sites have secured additional funds from various sources, totaling $751,500. These funds that closely approximate – dollar for dollar – the total of core funding UC Links received from the state for 2006-07. This total includes: $11,500 from community-based organizations such as the Kiwanis, a local Head Start program; and local community organizations; $7,000 from businesses such as Washington Mutual and City Bank; $69,000 from local, county, and state governments, and local schools; $312,000 from federal grants such as GEAR-UP, Twenty-First Century, and the National Science Foundation; $302,000 from private foundations such as the B.C. McCabe Foundation, the Stuart Foundation, the Gilbert Foundation, the Kellogg Foundation, the Miller Foundation, the Garfield Foundation, the Bravo Foundation, and the Eugene Foundation; $45,000from UC campus awards to local program sites; and $5,000 from other private sources.

Among the kinds of technical expertise leveraged was grant writing assistance, technical support for computers, and after-school consultation and support from community organizations staff and K-12 teachers working as program coordinators and assistants.

UC Links sites benefited substantially from other in-kind contributions. In particular, schools' and community organizations' contributions of facilities, including computer labs and computers; classroom or other physical space for hands-on, recreational, and tutorial activities; nutritious snacks for participants; full- or part-time salaries for program coordinators; supplies, utilities, and technical support for computers; and campus support for courses associated with sites and graduate student instructional and research assistants to support principal investigators' courses and research; stipends for undergraduates who need funds in order to participate; and costs of fingerprinting undergraduate mentors.

It should be noted that since its inception, UC Links has provided grants as core funding for sites in the UC Links network; it is incumbent upon, and necessary for, each site to carry out additional fund-raising, although the UC Links Statewide Office is active in assisting individual sites and local clusters of sites in raising external funding. Because there is substantial disparity among the financial resources available at each site for a variety of reasons, sites report that their UC Links core funding supports operational expenses, but does not adequately support such basic activities as data collection and evaluation.

7a. The total amount of additional non-core funding raised for 2006-07 was $751,500. At present, UC Links sites statewide have raised approximately $774,200 for the next 3 years.

8. Other program features:

UC Links occupies a distinctive niche among the University's SAPEP programs. It primarily serves elementary and middle school students from low-income families. The majority of these students are English Language Learners and students who come from homes where another language is spoken. Many are at the earlier stages of their academic development, and very few have parents or relatives who have attended college or university. Although UC Links serves some students who are already performing adequately or well in school, it mostly serves students who are struggling in schools and who attend low-performing schools.

Sites provide a broad range of age-appropriate and socio-culturally relevant activities and resources that are both challenging and motivating, thereby enabling struggling students who have become disengaged from academic pursuits to gain a sense of self-confidence and power over their own learning and to see themselves as confident, competent learners, both motivated and stimulated to perform at higher academic levels both after school and in school. To re-engage them in the path to higher learning, UC Links brings them together with university students, who are trained to guide them through formal and informal learning activities, to help them with homework, and to offer role models as college-going youth. Relationships with successful college students enable these children to talk about learning and life with students who have mastered the educational process.

Through these early interventions, UC Links contributes significantly to enabling more of California's youth to enter high school prepared for the a-g course pattern and

the path to college. It also provides opportunities for children to explore new technologies, thus building not only their facility with the technologies, but also developing their ability to use new technologies effectively for higher order thinking, academic uses of language, and complex instructional activities. This aspect of the program is especially important for those children who otherwise have little or no access to these technologies in or out of school.

Local sites also make a crucial difference in the lives of the undergraduates that are served. Their UC Links courses enhance the quality of undergraduate education by providing practicum experiences that foster a deeper understanding of theory and practice. Moreover, going into neighborhoods, and sometimes into homes, that are very different from theirs makes an indelible impact on many undergraduates, leading a number of them to consider careers in education and public service that they might not otherwise have considered.

UC Links provides a key strategy for the University's engagement with local communities and schools. The program has built up a statewide and indeed an international network enabling university faculty, staff, and students to collaborate on a sustainable basis with both K-12 colleagues and community leaders in the areas of innovative activities, teacher professional development, and research. Beyond the educational impact, the fact that UC Links is an intersegmental program provides encouragement and incentive not only for UC campuses but also for CSU, CCC, and independent colleges and universities to work closely with local schools, community organizations, and other institutions to improve both K-12 and higher education.

In after-school programs it is difficult to measure the long-term effect of programs on student academic achievement and on their lives. UC Links has initiated research to evaluate its impact on students, especially in the area of reading, writing, and attitude development. The 2006-07 UC Links Pilot Reading Assessment has shown positive results of its program activities for students' reading skills. Qualitative studies of La Clase Magica, one of the oldest UC Links sites, found that 90% of the participants who are now college age were either enrolled in a postsecondary college or university or had completed a college degree and 32% of these had plans to go on to graduate school. Three former UC Links students now attend UC Berkeley.

Although there are many requests from schools and communities to create UC Links sites, limited funding inhibits UC Links' ability to expand to new sites. It also limits its ability to cover the financial and transactional costs of data collection and evaluation. Nonetheless, for the students it serves, UC Links is demonstrating that it is a compelling model for engagement with local communities and schools and a sustainable, replicable, and scalable model for productive after-school activity for socio-economically disadvantaged youth.

APPENDICES

APPENDIX I: UC Links Sites

University-Community Links

Sites & Programs -- 2006-2007

In Fall 2007, the UC Links network of after-school programs consisted of 22 site locations providing 27 programs, sponsored by faculty and staff at 8 participating universities and colleges, and serving almost 3000 K-12 students.

Site Name & Location	Principal Investigator(s)	Campus
Expedition, Roosevelt Middle School, Oakland	Ruth Tringham, Department of Anthropology Margaret Conkey, Department of Anthropology Kent Lightfoot, Department of Anthropology Tamara Sturak, Project Director	UC Berkeley
Y-PLAN, Emery Secondary School, Emeryville **Y-PLAN**, Kennedy High School, Richmond	Harrison Fraker, College of Environmental Design Deborah McKoy, College of Environmental Design	UC Berkeley
DUSTY, Burckhalter Elementary School, Oakland " Explore Middle School, Oakland " Castlemont High Community of Schools, Oakland (1) " Castlemont High Community of Schools, Oakland (2) " Castlemont High Community of Schools, Oakland (3)	Glynda Hull, Graduate School of Education	UC Berkeley
Cosmic Dimension, Wilson Elementary School, Costa Mesa	Suzanne Charlton, Department of Education	UC Irvine
Poetry Academy & Writing Lab, El Sol Academy of Arts & Sciences Charter School, Santa Ana	Manuel Lopez, Student Affairs Liane Brouillette, Department of Education Jim McMichael, Department of English Jill Robbins, Department of Spanish & Portuguese Sue Cronmiller, Project Director	UC Irvine
Las Redes, Moffett Elementary School, Los Angeles	Kris Gutierrez, Graduate School of Education & Information Sciences	UC Los Angeles

Site Name & Location	Principal Investigator(s)	Campus
5th Dimension, Torrey Pines Elementary School (in school), La Jolla **5th Dimension**, Torrey Pines Elementary School (after-school), La Jolla **5th Dimension**, Town & Country Learning Center, San Diego **5th Dimension**, Mission Elementary School, Oceanside *	Michael Cole, Department of Communications * in collaboration with Sally Foster, Department of Psychology, Mira Costa Community College	UC San Diego * in collaboration with Mira Costa Community College
La Clase Mágica, St. Leo's Mission, Solana Beach **Mi Clase Mágica**, St. Leo's Mission (HeadStart), Solana Beach **La Clase Mágica**, Casa Familiar, San Ysidro **La Clase Mágica**, Orange Place Apartments LC, Escondido **Li'l Champs**, Pauma Elementary School, Pauma American Indian Reservation, Valley Center * **TACKLE**, San Pasqual Educational Center, San Pasqual Indian Reservation, Valley Center *	Olga Vasquez, Department of Communications * In collaboration with John Valdez, Multicultural Studies, Palomar Community College	UC San Diego * In collaboration with Palomar Community College
Club Proteo, Boys & Girls Club, Goleta **PCCP**, Isla Vista School, Isla Vista	Richard Duran, Gevirtz Graduate School of Education Betsy Brenner, Gevirtz Graduate School of Education	UC Santa Barbara
Long Beach BLAST, Washington Middle School, Long Beach	Michael Godfrey, Department of Information Systems Asela Thomason, Department of Information Systems Carol Cox, Department of Teacher Education Alex Fey, Executive Director of LB BLAST	CSU Long Beach
Cosmic Web, Deterding Elementary School, Carmichael	Lynda Stone, Department of Child & Human Development	CSU Sacramento
5th Dimension, Whittier Boys & Girls Club, Whittier **5th Dimension Day on Campus**, Whittier Boys & Girls Club, Whittier	Donald Bremme, Department of Education & Child Development	Whittier College

Abbreviations

BLAST = Better Learning After School Today
DUSTY = Digital Underground Storytelling for Youth
PCCP = Parents, Children, & Computers Program
Y-PLAN = Youth-Plan, Learn, Act Now

APPENDIX II: Feeder Schools

UC Links

Comparative School Test Scores (Math and English)
For Schools Feeding into UC Links Programs

In 2006-2007, there were 37 K-12 schools feeding students into UC Links programs. This number includes those schools which fed very few students. For purposes of comparative test score reporting, UC Links reports on grade levels only in those feeder schools where 25 or more students attended local UC Links after-school sites.

- 7 – Number of High Schools
  Because of the relatively small number of UC Links program participants from these feeder schools, UC Links does not report on test scores for these schools.
- 30 – Number of Elementary (22) and Middle Schools (8)
  4 elementary schools with more than 25 students in UC Links programs were not included: Torrey Pines Elementary, Solana Vista Elementary, Skyline Elementary, Earl Warren Middle School (all in Solana Beach). These are high-performing schools.
  - 16 of 30 (53%) schools/grades have 25 or more students participating in UC Links.
  - 11 of 16 (69%) Elementary Schools have 25 or more students participating in UC Links(at 6 UC Links sites).
  - 5 of 16 (31%) Middle Schools have 25 or more students participating in UC Links.

Elementary Schools:

- 11 - Elementary Schools have 25 or more **3rd Grade** students.
  9 – number of schools with comparative test scores

  Math
  6 (67%) performed **better** than demographically comparable schools
  2 (22%) performed **at about the same level** as demographically comparable schools
  1 (11%) performed **below** demographically comparable schools

  English
  7 (78%) performed **better** than demographically comparable schools
  1 (11%) performed **at about the same level** as demographically comparable schools
  1 (11%) performed **below** demographically comparable schools

- 11 Elementary Schools have 25 or more **4th Grade** students.
  10 – number of schools with test scores

  Math & English
  9 (90%) performed **better** than demographically comparable schools
  1 (10%) performed **at about the same level** as demographically comparable schools
  0 (0%) performed **below** demographically comparable schools

Middle Schools:

- 5 Middle Schools have 25 or more **6th Grade** students.
  5 – number of schools with comparative test scores

  Math & English
  3 (60%) performed **better** than demographically comparable schools
  1 (20%) performed **at about the same level** as demographically comparable schools
  1 (20%) performed **below** demographically comparable schools

- 2 Middle Schools have 25 or more 7th Grade students.
  2 – number of schools with comparative test scores

  Math
  1 (50%) performed **better** than demographically comparable schools
  0 (0%) performed **at about the same level** as demographically comparable schools
  1 (50%) performed **below** demographically comparable schools

  English
  1 (50%) performed **better** than demographically comparable schools
  1 (50%) performed **at about the same level** as demographically comparable schools
  0 (0%) performed **below** demographically comparable schools

- 2 Middle Schools have 25 or more **8th Grade** students.
  2 – number of schools with comparative test scores

  Math & English
  2 (100%) performed **better** than demographically comparable schools
  0 (0%) performed **at about the same level** as demographically comparable schools
  0 (0%) performed **below** demographically comparable schools

UC Links

English Test Score Comparison – 2006 to 2007

Elementary Schools:

- 11 Elementary Schools have 25 or more **3rd Grade** students
  9 – number of schools reporting test scores

  English
  4 (45%) **increased** their scores from 2006 to 2007
  2 (22%) remained **about the same**
  3 (33%) **decreased** from 2006 to 2007

- 11 Elementary Schools have 25 or more **4th Grade**
  10 – number of schools reporting test scores

  English
  8 (80%) **increased** scores from 2006 to 2007
  2 (20%) remained **about the same**
  0 (0%) **decreased** from 2006 to 2007

Middle Schools

- 5 Middle Schools have 25 or more **6th Grade** students.
  5 – number of schools reporting test scores

  English
  2 (40%) **increased** scores from 2006 to 2007
  3 (60%) remained **about the same**
  0 (0%) **decreased** from 2006 to 2007

- 2 Middle Schools have 25 or more **7th Grade** students.
  2 – number of schools reporting test scores

  English
  0 (0%) **increased** scores from 2006 to 2007
  2 (100%) remained **about the same**
  0 (0%) **decreased** from 2006 to 2007

- 2 Middle Schools have 25 or more **8th Grade** students
  2 – number of schools reporting test scores

  English
  0 (0%) **increased** scores from 2006 to 2007
  2 (100%) remained **about the same**
  0 (0%) **decreased** from 2006 to 2007

UC Links

Feeder Schools with Available Test Scores
And at least 25 UC Links participants

El Sol Academy, Santa Ana (UCI)
Wilson Elementary School, Costa Mesa (UCI)
Moffett Elementary School, Lennox (UCLA)
El Camino Elementary School, Goleta (UCSB)
La Patera Elementary, Goleta (UCSB)
Mission Elementary School, Oceanside (UCSD)
Pauma Educational Center, Valley Center (UCSD)
Torrey Pines Elementary School, La Jolla (UCSD)
Longfellow Elementary School, Whittier (Whittier)
Lydia Jackson Elementary School, Whittier (Whittier)
Deterding Elementary School, Carmichael (CSUS)

Rivera Middle School, Pico Rivera (Whittier)
Osburn Burke Middle School, Pico Rivera (Whittier)
Dexter Middle School, Whittier (Whittier)
Washington Middle School, Long Beach (CSULB)
Roosevelt Middle School, Oakland (UCB)

Participating K-12 Feeder Schools & Community Colleges for UC Links After-School Sites, 2006-07

University & Principal Investigator Names	Name of School	County	School District	CDS Code [at: www.cde.ca.gov/re/sd]	Grade Levels Served	Number of Participants	City	Zip Code	Enroll-ment	Free & Red Lunch	Soc-Ecn Disadvtge	ELL
CSU Sacramento												
Stone	Mary Deterding Elementary School	Sacramento	San Juan	34-67447-6034508	1-6	46	Carmichael	95608	471	27	29.9	5.7
UC Berkeley												
Hull	Explore Middle School	Alameda	Oakland	01-61259-0107276	6-7	33	Oakland	94605	260	78.6	78	7.3
Hull	Burckhalter Elementary School	Alameda	Oakland	01-61259-6001689	K-5	28	Oakland	94605	157	73.9	75	16.6
Hull	East Oakland School for the Arts	Alameda	Oakland	01-61259-0102962	9-12	47	Oakland	94605	350	65.7	67.2	20.9
Hull	Business & Information Technology High	Alameda	Oakland	01-61259-0102954	9-12	85	Oakland	94605	486	70.2	74.8	29.4
Hull	Leadership Preparatory High School	Alameda	Oakland	01-61259-0107417	9-12	81	Oakland	94605	450	75.7	77.1	17.6
Tringham - Sturak	Roosevelt Middle School	Alameda	Oakland	01-61259-6057087	6-8	44	Oakland	94606	799	85.1	87.8	29.7
McKoy	Emery Unified Secondary School	Alameda	Emery	01-61168-0132746	9-10	23	Emeryville	94608	399	81.8	74.7	6.8
McKoy	Kennedy High School	Contra Costa	W. Contra Costa	07-61796-0733659	10	5	Richmond	94804	899	68.9	75.9	34
UC Santa Barbara												
Brenner - Duran	Isla Vista Elementary School	Santa Barbara	Goleta	42-69195-6045470	K-6	13	Goleta	93117	435	70.4	68.3	49.2
Brenner - Duran	La Patera Elementary School	Santa Barbara	Goleta	42-69195-6045496	K-6	114	Goleta	93117	409	51	51.4	44.7
Brenner - Duran	El Camino Elementary School	Santa Barbara	Goleta	42-69195-6045405	K-6	108	Santa Barbara	93111	285	46	66	36.5
Brenner - Duran	Goleta Valley Junior High School	Santa Barbara	Santa Barbara High	42-69286-6060032	7-8	4	Goleta	93117	848	34.2	34	19.6
Brenner - Duran	Dos Pueblos High School	Santa Barbara	Santa Barbara High	42-69286-4231726	9-12	1	Goleta	93117	2,270	20.2	22.9	9.6
UC Los Angeles												
Gutierrez	Moffett Elementary School	Los Angeles	Lennox	19-64709-6014971	K-5	250	Lennox	90304	978	89.2	95.6	77.9
Whittier College												
Bremme	Lou Henry Hoover Elementary School	Los Angeles	Whittier City	19-65110-6023675	2-5	69	Whittier	90601	411	51.7	46.4	11.4
Bremme	Lydia Jackson Elementary School	Los Angeles	Whittier City	19-65110-6023683	2-5	318	Whittier	90602	485	87.8	77.8	42.3
Bremme	Longfellow Elementary School	Los Angeles	Whittier City	19-65110-6023667	2-5	271	Whittier	90601	580	67	61.3	24.8
Bremme	Lincoln (Abraham) Elementary School	Los Angeles	Whittier City	19-65110-6023600	2-5	115	Whittier	90601	301	78.5	71.2	30.2
Bremme	Evergreen Elementary School	Los Angeles	E. Whittier City	19-64485-6013007	2-5	111	East Whittier	90602	561	74.5	74.8	60.4
Bremme	Lake Marie Elementary School	Los Angeles	South Whittier	19-65037-6022826	2-5	12	Whittier	90605	292	57.3	62.8	25.3
Bremme	Palm Lane Elementary School	Orange	Anaheim City	30-66423-6027379	5	35	Anaheim	92802	914	85.7	87.7	66.7
Bremme	Daniel Freeman Elementary School	Los Angeles	Inglewood	19-64634-6014468	1	51	Inglewood	90305	398	66.9	68.8	4.5
Bremme	Dexter (Walter F.) Middle School	Los Angeles	Whittier City	19-65110-6023725	6-8	54	Whittier	90601	1,318	66.6	65.2	14
Bremme	Osburn Burke Middle School	Los Angeles	El Rancho	19-64527-6057681	6	45	Pico Rivera	90660	772	59.6	72.2	20.7
Bremme	Rivera Middle School	Los Angeles	El Rancho	19-64527-6061295	6	28	Pico Rivera	90660	1,032	58	65.6	24.6
Bremme	Whittier High School	Los Angeles	Whittier Union	19-65128-1939701	9-10	8	Whittier	90601	2547	57	56.4	9.3

University & Principal Investigator Names	Name of School	County	School District	CDS Code [at: www.cde.ca.gov/re/sd]	Grade Levels Served	Number of Participants	City	Zip Code	Enroll-ment	Free & Red Lunch	Soc-Ecn Disadvtge	ELL
CSU Long Beach												
Godfrey / Fey	Washington Middle School	Los Angeles	Long Beach	19-64725-6061386	6-8	47	Long Beach	90813	1,008	87.8	99.9	39.1
Godfrey / Fey	Long Beach City College (Liberal Arts)	Los Angeles	Long Beach	19-73494-1953371	N/A	**	Long Beach	90808	N/A			
UC Irvine												
Charlton	Wilson Elementary School	Orange	Newport-Mesa	30-66597-6029524	2-5	90	Costa Mesa	92627	533	94.3	96.6	76.5
Cronmiller - Brouillette	El Sol Science & Arts Academy	Orange	Santa Ana	30-66670-6119127	3-5	105	Santa Ana	92701	337	66.8	72.6	60.8
UC San Diego												
Cole	Torrey Pines Elementary School	San Diego	San Diego	37-68338-6040232	4-5	102	La Jolla	93037	395	20.3	18.4	18.5
Vasquez	Solana Beach Head Start	San Diego	N/A	N/A	Pre-K	79	Solana Beach	92075	N/A			
Vasquez	Earl Warren Middle School	San Diego	San Dieguito	37-68346-6061998	6-8	7	Solana Beach	92075	570	11.7	12.6	6
Vasquez - Cole	Torrey Pines High School	San Diego	San Dieguito	37-68346-3730033	9-12	4	San Diego	92103	2,866	4.9	6.5	4.7
Vasquez - Cole	Solana Vista Elementary School	San Diego	Solana Beach	37-68387-6070882	K-3	23	Solana Beach	92075	364	17.5	17.1	14.6
Vasquez - Cole	Skyline Elementary School	San Diego	Solana Beach	37-68387-6040455	4-6	17	Solana Beach	92075	500	16.4	16.5	11.6
Cole	Mission Elementary School	San Diego	Oceanside	37-73569-6038871	3	93	Oceanside	92054	631	89.4	84.3	63.1
Cole	Logan Elementary School	San Diego	San Diego	37-68338-6039895	K-5	16	San Diego	92113	800	95	100	84.2
Cole	Henry High School	San Diego	San Diego	37-68338-3732781	9-12	9	San Diego	92120	2511	32.5	28.5	7.8
Vasquez - Cole	Mira Costa Community College	San Diego	N/A	37-68247-3755097	N/A	52	Oceanside	92049	N/A			
Vasquez	Pauma Elementary School	San Diego	Valley Ctr-Pauma	37-75614-6038962	1-3	48	Valley Center	92061	271	74.1	82.2	44.6
Vasquez	Palomar Community College	San Diego	N/A	37-68270-3755428	N/A	14	San Marcos	92069	N/A			
2007 Comparison Schools												
Elementary Schools	Calavera Hills Elementary School	San Diego	Carlsbad	37-73551-6120711	K-5	N/A	Carlsbad	92008				
	Davis (Wallace R.) Elementary School	Orange	Santa Ana	30-66670-6114631	K-5	N/A	Santa Ana	92701				
	Park Dale Lane Elementary School	San Diego	Encinitas Union	37-68080-6095046	K-6	N/A	Encinitas	92024				
	Wilson Elementary School	Orange	Santa Ana	30-66670-6030449	K-5	N/A	Santa Ana	92706				
Middle Schools	Hamilton Middle School	Los Angeles	Long Beach	19-64725-6057780	6-8	N/A	Long Beach	90805				
	Madison Middle School	Alameda	Oakland	01-61259-6066450	6-8	N/A	Oakland	94603				
High Schools	Century High School	Orange	Santa Ana	30-66670-3030491	9-12	N/A	Santa Ana	92705				
	Richmond High School	Alameda	West Contra Costa	07-61796-0735902	9-12	N/A	Richmond	94804				

** Specific participant numbers are not available from host site

APPENDIX III: UC Links Pilot Reading Assessment Report, 2007

University-Community Links
Report on the 2006-07 Pilot Reading Assessment

Overview

UC Links is a network of 22 program sites sponsored by eight university campuses that provide technology-based and hands-on learning activities for over 2800 P-12 youth in low-income, diverse communities throughout California. Although UC Links sites vary in the kinds of learning activities they offer to students at different ages and grade levels, they share several common goals and objectives. These goals include the development of knowledge and skills in various literacies, including but not limited to reading and writing--especially for English language learners--and technology.

As with all after-school programs, showing that UC Links sites support in-school instruction and student achievement is a major challenge. In an effort to address this issue, UC Links developed and piloted a pre- and post-Reading Assessment[1] at eight sites in order to measure program impact on student literacy during 2006-07. Three pilot sites were in northern California and five were in the south; three sites were based in community organizations and five were affiliated with local schools.[2] Three sites served grades K-5; two sites served grades 6-8; and three served a range of grades, P-10. A total of 231 students in grades 2-8 across the eight sites participated in the pilot study.[3] Importantly, the majority of UC Links participants come from homes where a language other than English is spoken.

Although an extensive, in-depth statistical study of the results was not possible, analysis of pre- and post-assessment scores shows substantial gains in scores across grade levels. It is difficult to draw broad conclusions, given the diversity of the sites, the mobility of children's families, and the complementary character of what they learned in school as compared with what they learned after school; yet these findings suggest that UC Links sites are providing important literacy learning that promotes and extends in-school instruction. The tables below summarize the findings of the UC Links reading Assessment for 2006-07.

Results

Figure 1 shows that the number of items answered correctly among children for grades 2-8 increased 14 percentage points from 49% in the pre-test to 63% in the post-test, across all pilot sites and grade levels. The effect size is .64, suggesting that participation in UC Links activities during the year had a medium effect – that is, a moderately positive impact – on the post-test scores.

Figure 1:
UC Links 2006-07 Pilot Reading Assessment
Percent of Items Answered Correctly by Participants in Grades 2-8 at All Pilot Sites
n=231 students

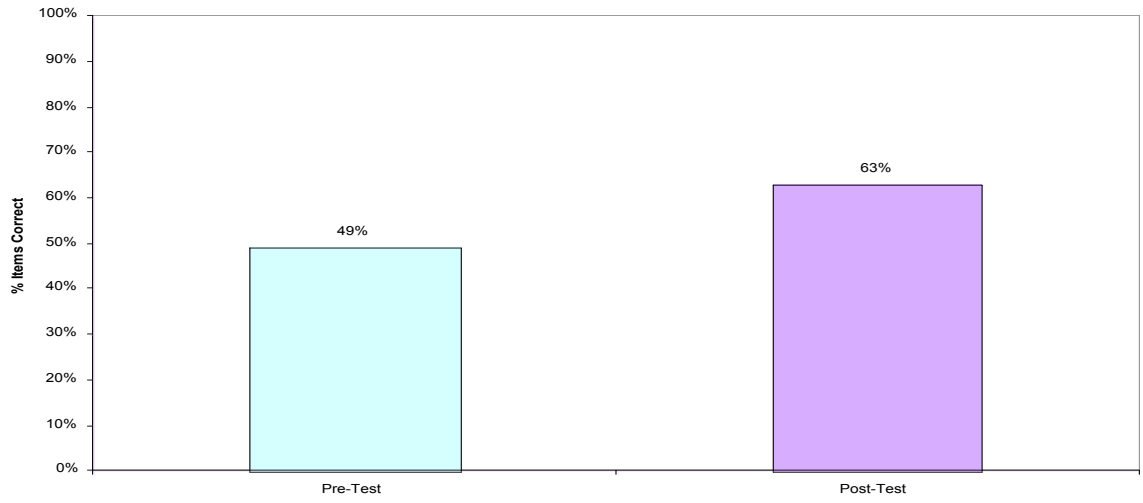
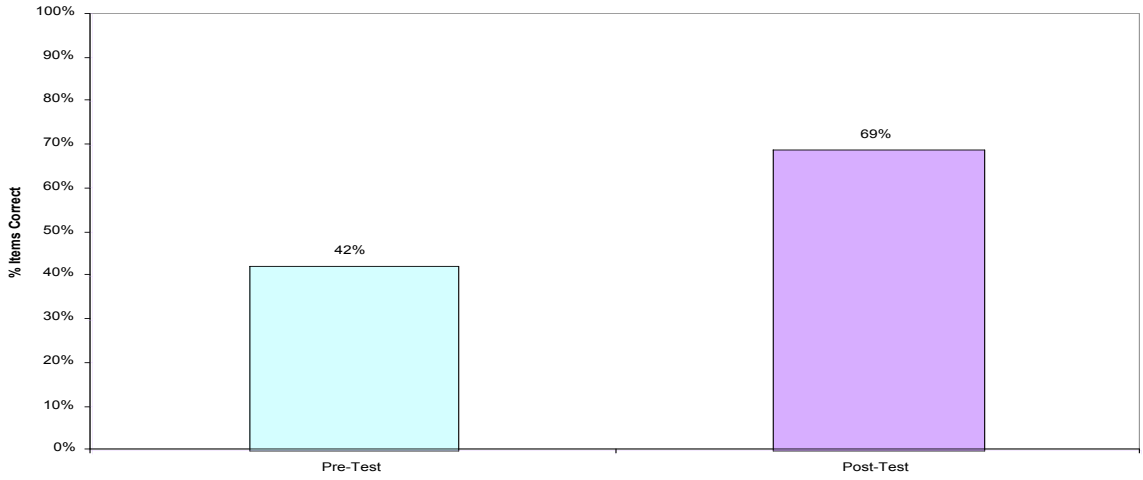


Figure 2 shows findings for English language learners (ELLs) at seven of the eight sites. ELL students' scores increased 27%, from 42% of the questions answered correctly in the pre-test to 69% for the post test.

Figure 2:
UC Links 2006-07 Pilot Reading Assessment
Percent of Items Answered Correctly by ELL Students in Grades 2-8 at 7 of 8 Pilot Sites
n=60 students



UC Links participants also scored well across all grade levels and at most sites. Figure 3 shows that students at the primary, upper elementary, and middle school grades improved their reading performance while in the program during the pilot study. Grades 2-3 had the greatest boost in their scores (19%), while grades 4-5 gained 18%, and grades 6-8 improved more modestly by 6%.

Figure 3:
UC Links 2006-07 Pilot Reading Assessment
Percent of Items Answered Correctly by Grade Clusters for Grades 2-8 at All Sites

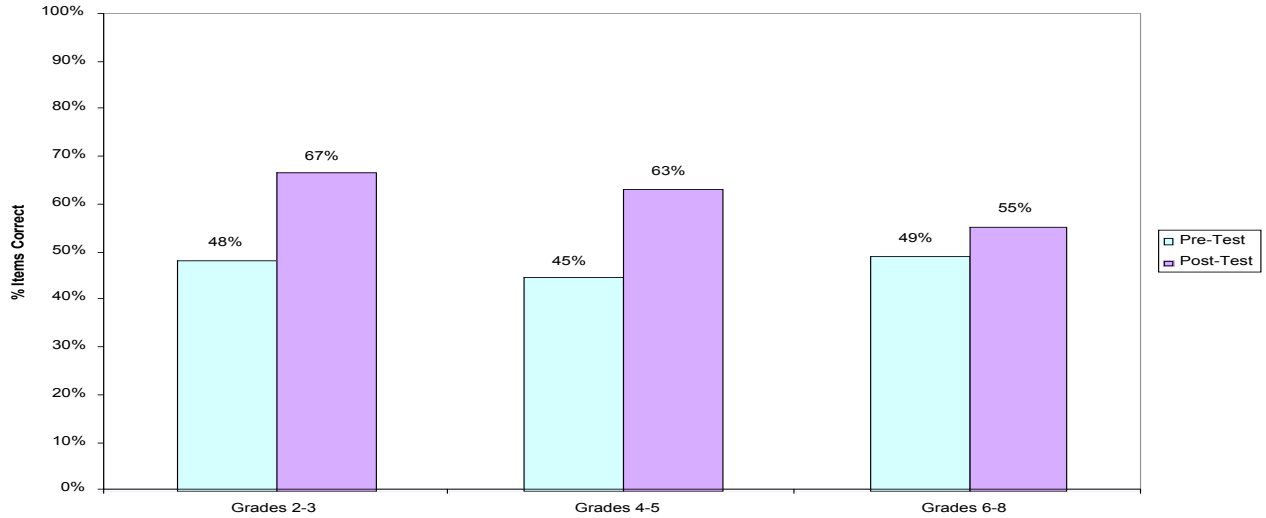
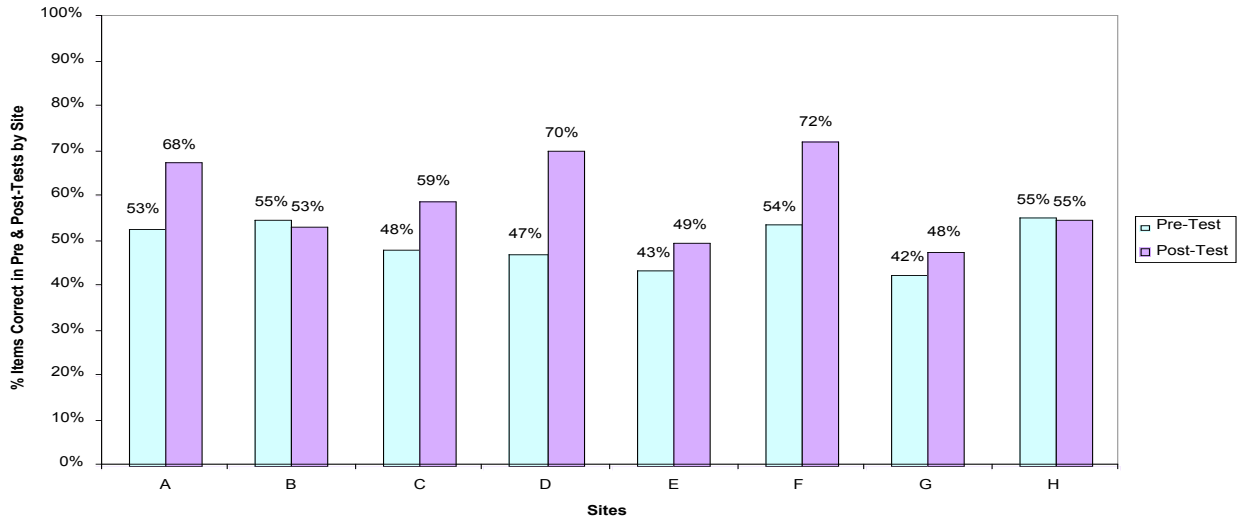


Figure 4 indicates that students' scores generally improved at each site. The scores of Links participants at six pilot sites increased from pre-test to post-test, ranging from a 5% increase at Site G to and increase of 23% at Site D. One site's' scores dropped slightly (2%) from pre-test to post-test, and another site's scores remained essentially the same from pre-to-post.

Figure 4:
UC Links 2006-07 Pilot Reading Assessment
Percent of Items Answered Correctly on a 12-Item Test by Participants in Grades 2-8 at Each Pilot Site



Conclusion

In conclusion, the overall results and the results at each pilot site suggest that children participating at UC Links appeared to improve their reading ability in the course of the academic year. As with all after-school programs, it is not possible to draw a direct relationship between the pilot sites' activities and students' academic achievement. However, these findings suggest that the diverse activities and goals undertaken by UC Links faculty, staff and students, in collaboration with the work of teachers and administrators at local schools, appear to have a positive effect on participants' reading abilities. Because the UC Links Reading Assessment was closely aligned with the state's standardized tests that the students took in school, the results suggest that the UC Links collaborative community is helping improve the literacy skills of students UC Links serves.

Notes

[1] Questions were based on released items of the California Standards Test for English Language Arts (CST-ELA) for grades 2-11 for the years 2003 through 2005. The tests for each grade consisted of 12 items that matched, to the extent possible across the pre- and post-assessments, similar reading comprehension, word analysis, and literary analysis strands of California's English Language Arts content standards.

[2] Six of the sites are affiliated with University of California campuses, two with California State University campuses, and one with an independent university campus. Two additional sites carried out the post-test but were unable to complete the pre-test and are not included in this report.

[3] In 2006-07, UC Links sites served 2384 students in Grades K-8. The 231 Grades 2-8 students in the pilot study represent about 10% of the K-8 students served by the program. Because state data are not collected for individual grades for grades K-4, it is not possible to gauge precisely the proportion of students in the pilot sites to overall numbers of students.

APPENDIX IV: Demographic Data

University-Community Links

Statewide Summary of Demographic Data, 2006-07

(23 Program Sites & 11 Participating Colleges and Universities)

1. Demographic Data:				
	Number of Participants			
A. Students Served:	**K-12**	**Undergrad**	**Graduate**	**Other / Adults**
Actual number of participants during the 2006-07 reporting period :	2857	908	42	259

B. Participant Distribution by Ethnic Background:	**K-12**	**Undergrad**	**Graduate**	**Other / Adults**
American Indian or Alaska Native	31	4	0	0
Asian	69	285	0	1
Black or African American	362	25	2	8
Hispanic or Latino	1931	196	8	201
White	311	320	15	49
Native Hawaiian/Other Pacific Islander	24	28	2	0
Other or Unknown	129	50	15	0
Totals:	2857	908	42	259

C. Participation by Gender	**K-12**	**Undergrad**	**Graduate**	**Other / Adults**
Male	1355	231	8	39
Female	1402	677	19	124
Unknown	100	0	15	96
Totals:	2857	908	42	259

D. Participant Distribution by Grade Level	**K-12**
Grade Pre-K	112
Grade K-4	1728
Grade 5	358
Grade 6	213
Grade 7	67
Grade 8	18
Grade 9	51
Grade 10	119
Grade 11	115
Grade 12	76
Community College	68
Four-Year Undergraduate	840
Graduate	42
Unknown	0
Total:	6473

E. Participants with Limited English Proficiency (English learners)	**K-12**	**Undergrad**	**Graduate**	**Other / Adults**
Participants with Limited English Proficiency	1055	37	0	82

2. Participating School or Colleges

A. K-12 Schools, Post-Secondary Institutions, and Community Agencies Served

Type of School/College/Agency	Number of Schools / Colleges / Agencies
Pre-K	3
K-5	19
K-8 (excluding K-8 listed above)	3
Middle Schools (excluding K-8 listed above)	10
High School	12
California Community College	3
4-Year Colleges and Universities	8
Other Post-Secondary Institutions	1
Community Agencies/CBOs	13
Other (please specify):	
Total Number of Schools/Colleges/Agencies:	72

B. K-12 Feeder School(s) to Afterschool Site & Community Colleges (CDS code found at: www.cde.ca.gov/re/sd)

Name of School	CDS Code [at: www.cde.ca.gov/re/sd]	Grade Levels Served	Number of Participants	City	Zip Code
See Appendix C					

3. Services Provided to Students:

Type of Service	Number of Students Who Received the Service
Tutoring/homework assistance	1393
Academic enrichment/supplemental learning	2237
Mentoring	1295
Counseling/advising/academic planning/career counseling	558
College visit/college student shadowing	492
Standardized test preparation/study skills development	248
College Application assistance/financial aid assistance	325
Educational field trips	507
Cultural events	357
Other (please specify):	578
Technical Skills/Computer Literacy Workshops (UCB)	106
Digital Music & Video Editing (UCB/UCLA)	138
Teatro (UCLA)	250
Poetry Reading (UCI)	84

4. Services Provided to Parents:	
Type of Service	**Number of Parents / Guardians Who Received The Service**
Workshops on college preparation/financial aid	58
Workshops on academic preparation	0
College visits	50
Family events	169
Other (please specify):	69
Expedition Film Festival (UCB)	24
Computer Lessons/Training (UCSB)	20
Parent Workshops on Counseling Children (CSUS)	25
Total Number of Parents/Guardians	415

5. Services Provided to Teachers (Program Sponsored Professional Development):	
Type of School	**Number of Teachers**
Pre-K	0
K-5	54
K-8 (excluding K-5 listed above)	0
Middle Schools (excluding K-8 listed above)	0
High Schools	4
California Community Colleges	3
4-Year Colleges/Universites	9
Other (please specify):	2
CBO Professional Development Workshops (UCSD)	2
Total Number of Teachers Receiving Services:	72

6. Services Provided to Schools:	
Type of Service	**Number of Schools Receiving Service**
Curriculum development	9
School reform efforts	10
Professional development	6
Technology development/assistance	17
College preparation activities (school-wide)	0
Research and evaluation	16
Resource development	13
Other (please specify):	0

APPENDIX V: Data for Goals 1 and 5, and Outcomes

GOAL 1: Statewide Data for UC Links Sites that Serve Grades K-8 and 9-12, 2006-07
(based on data from 2006-07 school year)

Goal 1: Increase the number of active program participants in K-12 who complete an a-g course pattern						
Indicator 1: Number & percent of participants academically prepared to enter & successfully complete the a-g pattern evidenced by scoring at or above grade level in standardized tests or pre-post student assessments	By Grade Level	Total number of participants for the 2006-07 year	Number for whom data are available	Number scoring at or above grade level in tests	Percent scoring at or above grade level in tests	% scoring at or above grade level in California
Grades K-8	Grade K	129	NA	NA	NA	NA
	Grade 1	161	NA	NA	NA	NA
	Grade 2	428	176	121	68.75%	48%
	Grade 3	498	275	193	70.18%	37%
	Grade 4	511	312	215	68.91%	51%
	Grade 5	358	242	177	73.14%	44%
	Grade 6	214	144	102	70.83%	42%
	Grade 7	67	46	33	71.74%	46%
	Grade 8	18	18	12	66.67%	41%
	Totals	2384	1213	853	70.32%	

Goal 1: Increase the number of active program participants in K-12 who complete an a-g course pattern					
Indicator 1: Number & percent of participants academically prepared to enter & successfully complete the a-g pattern evidenced by scoring at or above grade level in standardized tests or pre-post student assessments	By Grade Level	Total number of participants for the 2006-07 year	Number for whom data are available	Number scoring at or above grade level in tests	Percent scoring at or above grade level in tests
Grades 9-12	Grade 9	53	19	6	31.58%
	Grade 10	119	63	8	12.70%
	Grade 11	115	32	5	15.63%
	Grade 12	76	NA	NA	
	Totals	363	114	19	15.18%

Indicator 2: Number & percent of participants who complete 15 a-g units of grade C or better by end of **12th grade**	Total number of **12th grade** participants (2006-07)	Number for whom data are available	Number of 12th graders completing a-g course pattern	Percent of 12th graders completing a-g course pattern
	76	41	10	24.39%

Indicator 3: Number & percent of participants who complete Algebra 1 by the beginning of **10th grade**	Total number of **10th grade** participants (2006-07)	Number for whom data are available	Number of 10th graders completing Algebra1	Percent of 10th graders completing Algebra 1
	74	25	7	28.00%

GOAL 5: UC Links Undergraduate Participants, 2006-07
(based on data from 2006-07 school year)

UC Links Statewide

Indicator: Number & percent of participants who apply to & are admitted to a grad/professional degree program for UC Links	Total number of program participants (i.e., under-graduates)	Number for whom data are available	Number applying to a grad/prof program		Number admitted to grad/prof program		Number enrolled in grad/prof program
	589	349	266		216		210

UC Links Statewide Outcomes on SAPEP Goals 1 and 5, 2006-07

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted	**Indicators:** List the indicator(s) on which the goals are measured	**Objectives:** Identify the objective you plan to pursue in meeting the goal. Include baseline data if available.	**Activities:** List the activities that have been conducted to meet the objective.	**Results:** What progress have you made in reaching the objective?	**Actions Required:** What changes (if any) are you planning to make in order to meet your SAPEP goals?
Goal 1: Increase the number of active program participants in K-12 who complete an a-g course pattern	**Indicator 1:** Number & percent of participants academically prepared to enter & successfully complete the a-g pattern evidenced by scoring at or above grade level in standardized tests or pre-post student assessments	1) Increase number of students for whom test score data are available for schools. 2) Increase number of students for whom test score data are available. 3) Have as a benchmark that 70% of participating students for whom data are available will perform at or above grade level indicators. 4) Have as a benchmark that participants in UC Links school sites will in general score higher than demographically similar schools. 5) Promote literacy development.	1) For objective (1) work closely with partner school(s) to secure needed data. 2) For objectives (2), (3), & (4) provide activities such as homework help, digital storytelling, Internet & other computer literacy activities, & various collaborative reading & writing activities.	1) UC Links has made progress in increasing the number of K-12 participants for whom performance data are available. The number of K-8 participants for whom data are available has increased from 411 (out of 2,696 total) in 2004-05 to 616 (out of 2,697) in 2005-06 to 1,213 (out of 2,384) in 2006-07. The number of grade 9-12 participants for whom data are available also increased, from 25 (out of 186 students) in 2004-05, to no data in 2005-06, to 114 (out of 361 students) in 2006-07. 2) UC Links has met its benchmark for K-8 performance data. 853 (out of 1,213 for whom data were available) or 70% of K-8 participants performed at or above grade level. This compares to 364 (out of 616 total) or 59% of K-8 participants for whom data were available in 2005-06 and 272 (out of 411 total) or 66% of participants for whom data were available in 2004-05. 3) K-8 performance data are in general supported by results of the pilot UC Links Reading assessment in 2006-07 show that students at the 8 pilot K-8 sites made gains of 14% from pre-test to post-test; gains were even greater (27%) for ELL students (see report in Appendix 2). Performance reports for feeder schools also show gains compared to demographically similar schools (see Appendix 2).	1) Continue to work with partner school staff & teachers to improve collection of test score data for as many participants as possible. 2) Continue to work to smooth the process of gaining IRB (Human Subjects) approval for this data collection at the university. 3) Develop & implement UC Links surveys of student attitudes & aspirations, technology skills, & literacy skills for K-8 & high school levels during 2007-08. 4) Develop & improve a variety of activities to boost literacy, technology, & problem-solving skills, such as more online educational games, digital story telling, vocabulary development, individualized reading activities, use of more multimedia activities, & inquiry activities related to field trips.

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted	**Indicators**: List the indicator(s) on which the goals are measured	**Objectives**: Identify the objective you plan to pursue in meeting the goal. Include baseline data if available.	**Activities**: List the activities that have been conducted to meet the objective.	**Results**: What progress have you made in reaching the objective?	**Actions Required**: What changes (if any) are you planning to make in order to meet your SAPEP goals?
	(Indicator 1 continued)			4) For grades 9-12, 19 of 114 or 17% of participants for whom data are available were estimated to have performed at or above grade level. No data were available for performance of high school participants in 2005-06; in 2004-05, no students were reported at grade level.	
Goal 1: Increase the number of active program participants in K-12 who complete an a-g course pattern	**Indicator 2**: Number & percent of participants who complete 15 a-g units of grade C or better by end of 12th grade	1) Increase number of students for whom a-g & grade information is available. 2) Enhance oral & literacy skills of participants.	1) Work closely with participants' school(s) to secure needed data. 2) Provide activities such as homework help, digital storytelling, Internet activities, computer software literacy activities, & regular collaborative writing activities.	1) 10 of 41 students (for whom data were available) or 24% of 12th graders completed 15 a-g units of grade C or better by end of 12th grade. This is compared with 2 of 2 students for whom data were available in 2005-06.	1) Continue to work with partner school to improve collection of required a-g & grades for as many participants as possible. 2) Continue to work to smooth the process of gaining IRB (Human Subjects) approval for this data collection at the university. 3) Planned changes in literacy development activities include those mentioned above for indicator 1.

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted	**Indicators**: List the indicator(s) on which the goals are measured	**Objectives**: Identify the objective you plan to pursue in meeting the goal. Include baseline data if available.	**Activities**: List the activities that have been conducted to meet the objective.	**Results**: What progress have you made in reaching the objective?	**Actions Required**: What changes (if any) are you planning to make in order to meet your SAPEP goals?
Goal 1: Increase the number of active program participants in K-12 who complete an a-g course pattern	**Indicator 3**: Number & percent of participants who complete Algebra 1 by the beginning of 10th grade	1) Increase number of students for whom a-g & grade information is available.	1. Work closely with participants' school(s) to secure needed data.	1) 7 of 25 participants (for whom data were available) or 28% completed Algebra 1 by beginning of 10th grade. Note: All students attended low-performing high schools.	1) Continue to work with partner school to improve collection of Algebra 1 data. 2) Continue to work to smooth IRB (Human Subjects) process of gaining approval for this data collection at the university. 3) Planned changes in literacy development activities include those mentioned above for indicator 1.
Goal 5: Increase the number of program participants who matriculate into graduate & professional schools	**Indicator**: Number & percent of participants who apply to & are admitted to a grad/professional degree program	1) Increase the number of undergraduates for whom data are available. 2) Increase the number of undergraduates who report data. 3) Have as a benchmark that 70% of participating undergraduate seniors will apply, be admitted to, & enroll in graduate/professional programs 4) Improve undergraduates' skills & knowledge in enhancing the literacy development & college-going aspirations for children from diverse backgrounds.	1) Use UC Links surveys to collect information on future educational plans of undergraduates who are graduating seniors. 2) Same as # 1 above. 3) Provide challenging course content relevant to after-school sites & student populations served; instruction on grade & culturally appropriate pedagogy; face-to-face practicum experience re student learning & the academic discipline; mentoring of undergraduates by faculty & graduate students.	1) 266 undergraduate seniors (out of 349 for whom data were available) or 76% applied to graduate or professional school compared to 240 (out of 288 for whom data were available) or 83% in 2005-06 and to 149 (out of 400) or 37% in 2004-05.	1) Improve data collection on career paths of graduating undergraduates.

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted	**Indicators**: List the indicator(s) on which the goals are measured	**Objectives**: Identify the objective you plan to pursue in meeting the goal. Include baseline data if available.	**Activities**: List the activities that have been conducted to meet the objective.	**Results**: What progress have you made in reaching the objective?	**Actions Required**: What changes (if any) are you planning to make in order to meet your SAPEP goals?
Goal 8: Increase the number of students from CA Commuity Colleges who are transfer ready (i.e., who have completed 50 transferable units & have a minimum 2.0 GPA)		1) Increase the number of CCC students who are transfer-ready.	1) Engage CCC students in UC-transferrable UC Links courses. 2) Engage CCC students in practicum after-school activities with K-12 youth.	1) Although 68 community college undergraduates participated as mentors in 2 sites & participated in UC Links courses, no transfer-related data were available for this goal.	1) Continue to work with CCCs to smooth administrative barriers to UC-CCC collaboration & data sharing.

Explanatory Notes for Section

Goal 1:

Indicator: "Number of participants who complete 15 'a-g' units with a grade of C or better by the end of 12th grade" – For the 2006-2007 reporting period there were 76 12th grade participants, data were available for 41 (or 54%) of the students.

Indicator: "Number of participants who complete Algebra 1 by the beginning of 10th grade" – For the 2006-2007 reporting period there were 119 10th grade participants, data were available for 25 (or 21%) of the students.

Indicator: "Number of participants academically prepared to enter and successfully complete the 'a-g' pattern, evidenced by scoring at or above grade level in standardized tests or pre-post student assessments. Include an aggregated sum of participants. Please specify in the Explanatory Notes which standardized tests or pre-post student assessments were used." – For the 2006-2007 reporting period there were 2384 K-8th grade participants, data were available for 1213 (or 51%) of the students. For the 361 9-12th grade participants, data for were available for 114 (or 32%) of the students.

Goal 5:

Indicator: "Number of participants who apply to and are admitted to a grad/professional degree program" -- For the 2006-2007 reporting period there were 908 undergraduate participants, 349 undergraduates (or 38%) were seniors for whom data were available.

Goal 8:

Because preparing California Community College (CCC) students for transfer is not a goal or strategy for UC Links, participation of CCC students as mentors at program sites varies from year to year. Since there were few CCC students and no data were available about their readiness for transfer this year, Tables for SAPEP Goal 8 were not prepared.

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