

**Senate Education Committee,
Assembly Higher Education Committee,
Senate Select Committee on College
and University Admissions and Outreach**

**Governor's Proposed and Actual Cuts to Outreach: Impacts
January 7, 2004**

**Jeannie Oakes
Professor UCLA, Director UC ACCORD**

**Outreach:
A Research Perspective**

**Jeannie Oakes, Presidential Professor, UCLA
Director, UC ACCORD**

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Good Morning:

My name is Jeannie Oakes. I am professor of education at UCLA and director of UC ACCORD, the University of California's All Campus Consortium for Research for Diversity. UC ACCORD is the research arm of outreach. It is the only publicly funded statewide research institute studying enormous racial and economic disparities in students' access to college and to preparation for high-skilled jobs. If Outreach is eliminated, UC ACCORD will be eliminated.

I am here today to paint a picture of Outreach based on research. For the past 3 years, ACCORD has compiled existing research and supported new studies about the causes and potential solutions to California's gaps in student achievement and college going. What we have learned provides very powerful evidence about the importance of UC's and CSU's outreach programs, and the disastrous consequences of eliminating them.

Specifically, I will provide research-based answers to 5 critical questions about Outreach:

What does the research say?

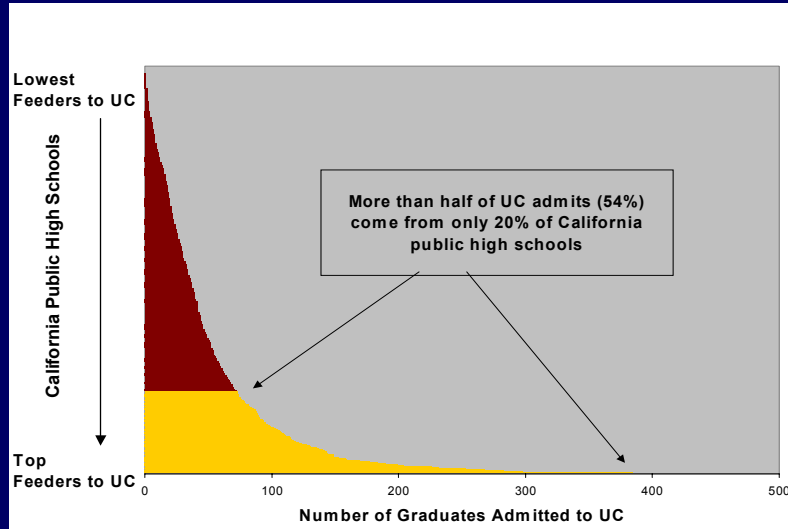
- Why do California's students, schools, and universities need UC and CSU outreach programs?
- How do UC/CSU programs add value to what K-12 schools already do or could do?
- Why must UC/CSU do this work?
- What evidence do we have of the programs' effectiveness?
- What would be the impact of eliminating outreach?

Although I can provide only the highlights here, I am available to share with you a more detailed account of this research at your convenience.

Question 1. Why do California students and schools need UC and CSU-sponsored outreach?

Huge disparities exist among the state's high schools in their effectiveness in preparing students for college.

High Schools differ dramatically in the *number* of students they prepare for UC.



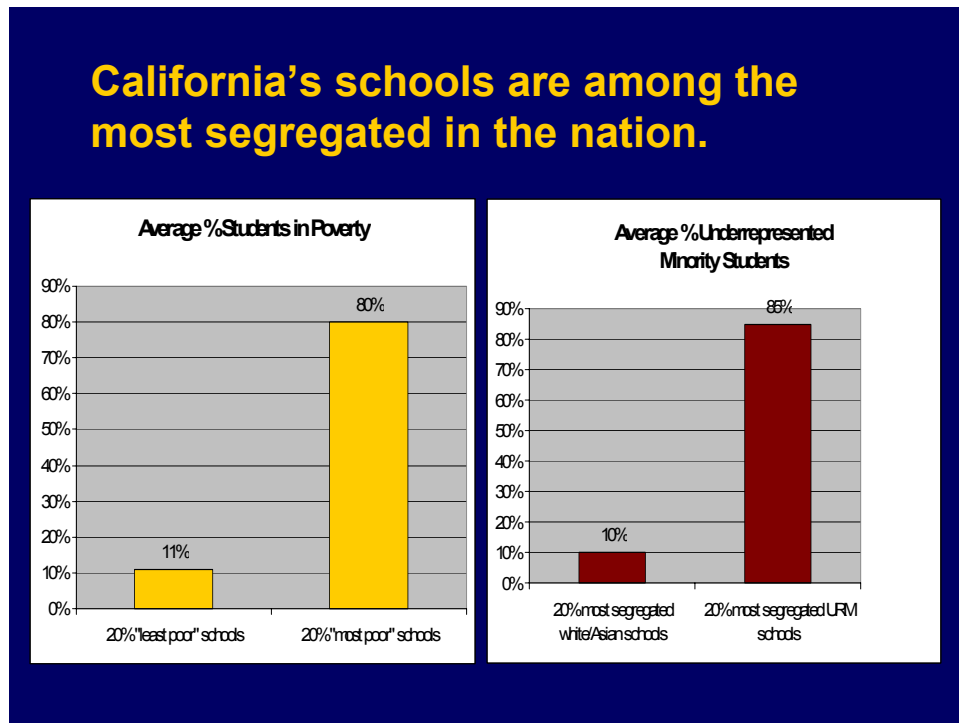
A very small percentage of high schools send the majority of students to UC. As you can see here, in 2002, over half of the freshman admits came from only 20% of the state's schools. At the high end, 4% of schools send more than 20% of their 9th-graders to UC. At the low end, a full 40% of schools send fewer than 3% of their 9th-graders to UC.

These huge disparities among educational achievement and college going in California are related clearly to huge inequities among California schools:

- Some high schools—particularly those serving advantaged communities--provide their students an impressive array of challenging academic courses that are taught by well-prepared and experienced teachers in well-equipped schools and classrooms. Other schools do not—particularly those serving low-income communities.
- Some high schools provide their students a huge amount of college going-support—particularly those serving advantaged communities. Educators have very high expectations. They are quite aggressive in steering students toward four-year colleges. They provide a wealth of college information; and they give specific help with choosing and applying for college. Counselors write letters on behalf of students, and they make personal contacts with colleges on behalf of students. Other schools do not—particularly those serving low-income communities.
- These high school disparities simply compound equally troubling inequalities in the state's elementary and middle schools.

Our research makes clear that the educational chances of bright, motivated, hard working California students are enhanced or limited by factors over which they have absolutely no control—i.e., the characteristics of the K-12 schools they attend.

Unfortunately, these educational disparities are not race neutral. California schools are among the most racially and economically segregated school systems in the country.



Unfortunately, low-income, Latino and African American students' are clustered in the state's most educationally disadvantaged schools—the schools with the fewest qualified teachers, the fewest academically challenging courses, the most inadequate facilities and so forth. This means that Latino and African American students' chances to prepare for college or for high-skilled jobs are severely compromised.

Compounding these school inequalities, students in more advantaged communities are more likely to have parents who provide additional support for college-going. They hire private tutors more often, send their children to extra classes at private schools or companies; enroll their children in SAT preparation courses; and hire private counselors to help with college applications. Students in low-income communities or who will be the first-time college goers in their families are far less likely to have these supports.

The inequalities we've documented both in and out of school—what we can call "opportunity gaps"—lie behind the huge achievement, college going, and workforce preparation gaps among different students in the state.

Outreach helps to close these gaps! That's why California desperately needs it.

Question 2. How does Outreach add value to what K-12 schools already do or could do?

Outreach tackles the inequalities and begins to close the “opportunity gap” in two concrete ways:

- 1) Provides direct, concrete, countable, high quality academic resources, opportunities, and support to students as they prepare for college and for productive lives as adults that help compensate for the opportunities they have missed both in and out of school;
- 2) Works with educators to help them create the conditions in educationally disadvantaged schools that are taken for granted elsewhere in the state. The relatively small investment in outreach leverages and catalyzes the considerable resources of K-12 schools in educationally disadvantaged communities in ways that build the capacity of those schools to create high quality, college-going cultures that are absolutely essential for students’ achievement—whether they are college bound or not.

Let me show you the magnitude of what I’m talking about:

**Since 1998, UC has provided an
average of 80,000 students each year
with . . .**

Academic Enrichment
 Saturday Academies
 After school programs
 University research opportunities
Test Preparation
 SAT and ACT
Financial Aid Counseling
Parent Counseling Programs
One-on-one mentoring

**Since 1998, UC has helped thousands
of K-12 educators build their schools'
academic capacity**

For example, in 2001-2002 alone. . .

100,000 teachers participated in UC professional
development programs

More than 6,000 counselors received UC training
in college access or in developing a college
going culture at their schools

**256 UC partner schools (including 72 high
schools with 170,690 students) received help
developing the following academic conditions,
and much, much more**

- “College-going” school culture
- Rigorous academic curriculum
- Qualified teachers/high quality teaching
- Academic and social supports for students
- Opportunities for students to develop a
(multicultural) college-going identity
- College-going connections between families
and school

Many tens of thousands more benefited from UC partnerships with elementary and middle schools

When calculating the cost-effectiveness of UC Outreach programs, all of these students, schools, and educators need to be included as part of the equation, not just the number of students who enroll at a UC campus.

Question 3. Why must UC/CSU do this work?

These concrete services, as impressive as they are, do not tell the whole story or even the most important part of the story of why outreach works and why it's essential that UC and CSU do this work.

Outreach also creates “social capital” in the schools and for the students it serves. “Social capital” is a term researchers use to describe the powerful effect of relationships and networks on individuals’ access to vital information, resources and supports. We all recognize the importance of this “social capital” in our own lives, and we acknowledge it when we say, “Who you know is as important as what you know.”

Social capital is an integral part of Outreach relationships and partnerships. Participants in outreach have tangible, first-hand experiences with universities. They develop relationships with university students, staff, and faculty. They can use the information, resources and support from these college experiences, relationships, and connections as they plan for their lives after high school. These relationships and connections also bring other extraordinary benefits, including hope, a sense of possibility, and a belief that the dream of college can be real.

This social capital is part of the fabric of life and schooling in advantaged communities. However, it is difficult, if not impossible for K-12 educators, working alone, to create it in communities where families have little or no prior college experience or connections. However, they can when they have stable, long-term partnerships with universities themselves. That's one critical reason why outreach work must be done by UC and CSU.

Question 4. What evidence do we have that outreach programs are actually working?

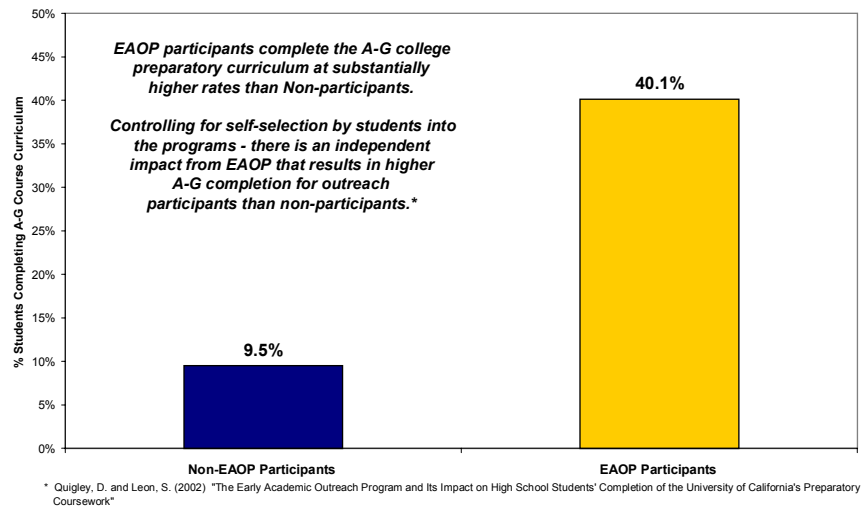
What evidence do we have that Outreach programs are working?

Outreach is effective in

- Preparing students for four-year colleges
- Increasing the chances that prepared students will be admitted to college
- Sending students to four-year colleges
- Preparing students to finish college
- Increasing the economic and racial diversity of the highly-educated workforce on which the state's future depends

Outreach programs are effective in preparing students for college.

Evidence: Outreach is effective in preparing students for four-year colleges



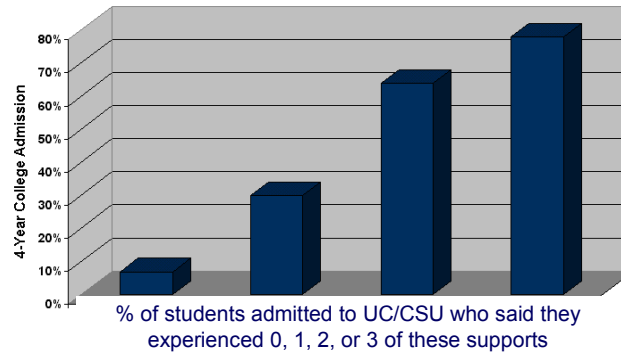
Outreach participants complete the a-g college preparatory coursework at four times the rate of similar students not in outreach programs--40.1% compared to 9.5%

Again, I want to emphasize here that the academic preparation required for college is the same preparation required for participation in the high-skilled workforce on which California's economic future depends. This evidence speaks to both of these important goals.

Outreach increases the chances that prepared students will be admitted to college

Evidence: Outreach increases chances that prepared students will be admitted to college

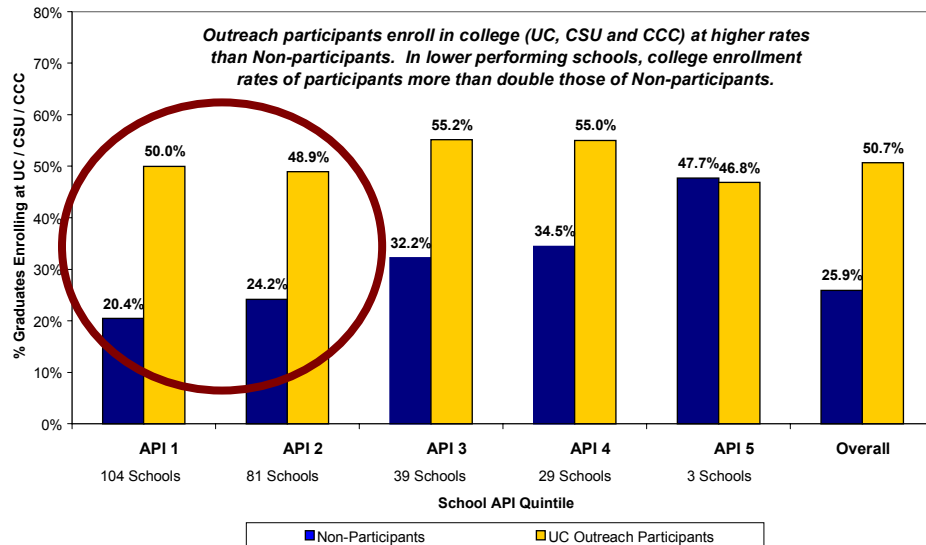
- High expectations from adults for 4-year college
- Information and help with courses & applications
- Not being “steered” toward CC, trade school or work



Students who experience strong college-going supports in their high schools have UC and CSU admission rates that dwarf those of other students. (Over 60% are admitted to UC or CSU, as opposed to fewer than 7% of those who report low levels of college-going support.). These supports predict college admission over and above the obvious things such as taking the right courses and taking the SAT.

Outreach programs are effective in sending students to college:

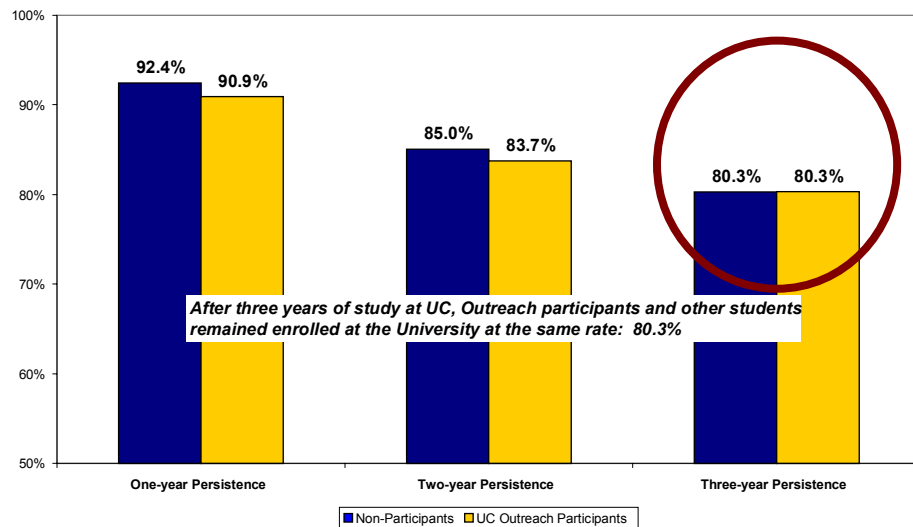
Evidence: Outreach is effective in sending students to four-year colleges



Overall 50.7% of participants enroll at UC, CSU or CCC, compared to 25.9% for their peers. The differences were most dramatic in the lowest performing schools—those scoring in the API deciles 1 and 2.

Outreach program participants who attend UC are extraordinarily successful.

Evidence: Outreach prepares students to finish college



Outreach helps prepare students for the rigors of college work. After 3 years, 80.3% of outreach participants are still enrolled at UC. This is exactly the same rate as for other UC students.

Outreach programs are increasing the economic and racial diversity in higher education.

Evidence: Outreach increases the economic and racial diversity of California's future college-educated workers

- The average family income of UC applicants from EAOP, MESA, and Puente in fall 2002 was \$43,499; for non-program applicants it was \$92,963;
- Participants in UC outreach programs now account for 36 percent of African American UC freshmen and 47 percent of Latino UC freshmen.

Question 5. What would be the impact of eliminating these programs?

What would be lost if outreach is eliminated?

- California's most powerful message to the fastest growing sector of the state that the state cares about them and their futures.
- Higher education's only contribution to reducing the enormous educational disparities between schools in affluent and impoverished communities.
- Higher education's only contribution to ensuring equal college opportunities to all of California's diverse students.
- One of California's best efforts to avoid a 2-tiered, apartheid system of education, jobs, and civic life.

www.ucaccord.org