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ABSTRACT

A group of three conference papers, all describing successful methods of preparing students for succeeding at the postsecondary level, is presented in this document. The first paper, "Educational Pathways that Promote Student Success at the Postsecondary Level" (Lester W. Jones), discusses a program established at Xavier University--a small, black, Catholic school in Southern Louisiana--in association with the surrounding high schools to increase the number of blacks excelling in academics. The second paper, "Teaching and Learning: Non-Negotiable Components at the Postsecondary Level" (Shirley Thornton), discusses, from the principal's perspective, educational improvement at Balboa High School in San Francisco, California, achieved through collaboration with San Francisco City College and San Francisco State. The third paper, "Dividends Derived from Structured Intervention at the Postsecondary Level" (Ed C. Apodaca), evaluates the University of California's efforts to increase the number of minority and low-income students through the Early Outreach Program, an academic and motivational intervention program at the junior and senior high school levels. This program has been successful: since the program was initiated in 1985, the number of eligible entering underrepresented students has increased annually. (BJV)

PROMISING PRACTICES

Preparing Students for Success at the Postsecondary level

Lester W. Jones
Xavier University

Shirley Thornton
California State Department of Education

Ed Apodaca
University of California

PROMISING PPACTICES

Educational Pathways that Promote Student Success at the Postsecondary Level

Lester W. Jones
Xavier University

I am going to talk about a program we have established at Xavier University in association with the high schools in our area. We believe that if there is to be any increase in the number of blacks in the professions -- in math, science, medicine, etc.-- there has to be a significant increase in the number of Blacks excelling in academics. The best approach for increasing the number of blacks in the professions is to view the process as an educational pathway. In our view, undergraduate colleges form a crucial link in this pathway. They must help students move along that pathway, and, in my view, they don't seem to be doing that.

Xavier University is located in New Orleans. It is small; it is Black. It is Catholic, and it has a Catholic heritage. Xavier has an arts and science college, a pharmacy college, and a graduate school of education. It only offers master degrees in education, no doctorates. We are predominately black, about ninety percent of our students are Black, About ten percent of our students are white, and most of them are enrolled in the College of Pharmacy, since it is the only College of Pharmacy in Southern Louisiana.

Xavier is a liberal arts school. We have a core curriculum of fifty-six hours that includes English, literature and foreign language requirements. We are very successful and we are very proud of it. We are number one in the nation in placing Black Americans in the pharmacy school. We are number two in the nation in placing blacks in the medical and dental schools. We placed thirty-six Black Americans in the medical and dental schools this past spring, and that was more than all the other colleges in the state of Louisiana combined.

One of the reasons we have done such a good job is because we have worked hard with the secondary schools on several ongoing projects. We sponsor a math/science olympiad that promotes excellence in the sciences, and we foster competitions in biology, chemistry, mathematics, and physics. About 1,200 junior and senior

high students take part in these competitions. We are the only school in New Orleans that bothers to do that sort of thing.

Why? A few minutes ago I looked at all the posters on the walls that illustrate the glories of athletics at UCLA. I didn't see any posters about the glory of the students who excel at mathematics or chemistry. We don't put up posters for those students. If you are a Black student growing up in the ghetto of New Orleans, or even if you are a White student and you aren't growing up in the ghetto, you don't get your name in the paper if you are an excellent math student. You're just patted on the head by your teacher. The math/science olympiad is one of the things that we are trying to do to help those students get some recognition.

We also have a summer science academy, with programs called Math Star, Bio Star, Chem Star, and Project Soar. In Math Star we work with pre-ninth graders. We try to take good students, good black students who will be taking algebra in the ninth grade, and we try to make stars out of them. We should probably work with every Black student who is going to be taking algebra, but we can't. Our arms can reach just so far. So we take good students and try to make stars out of them. It is the stars who are going to become the medical doctors and the Ph.D.s in mathematics. Bio Star is a four-week program for pre-tenth graders. Chem Star and Project Soar are for upper level high school students.

Project Soar stresses analytical reasoning and has several components: biology, chemistry, physics, and math. It is a learning-by-doing activity that features verbal quantitative problems and vocabulary building. We have group competitions to motivate the students and help them to develop a peer support group. That is very necessary in college. Black students who have done well in the past succeeded because they were loners. They had to separate themselves from their society to become stars. Students need to learn that when they get into an environment like a college, they need to work with their peers. In our competitions, they cheer their groups on just like they would cheer a basketball team.

To develop these programs, we spend a lot of time working with schools. We work with the teachers and the teachers help us develop programs. These teachers have been very beneficial, telling us things that we never would have known because we haven't had

their experiences. These programs were not developed by mathematicians and chemists existing in a vacuum.

These summer programs lead into other academic-year spinoffs. Two of them, developed jointly, are in engineering and biostatistics, and we are working with the local graduate and professional schools on a program in the computer science area. We also offer NCAT and GRE prep courses. Our Xavier faculty take these tests periodically, so we know what they contain.

On our campus we have a philosophy that we call "standards with sympathy." It is, simply, a coupling of high academic expectations with mechanisms that help our students succeed. To solve our problems in education, we have a common approach in our department, and it reaches across departmental lines. Our curriculum is standardized. The core courses for arts and sciences are pre-calculus, calculus, general chemistry, general biology, general physics, and organic chemistry. In those courses content is determined by each department, not by the individual instructor. Handbooks in pre-calculus, calculus, general biology, and chemistry force the instructors to teach what they are supposed to teach.

Objectives are written in math-teacher language, not education-teacher language. They don't go according to Bloom's taxonomy, but are written in words that my faculty can understand and that I can understand. They tell the teachers exactly what they are supposed to cover in a given week. We don't leave it up to the faculty members to pick out the problems they are going to work on in class. For example, when they teach objective No. 1, they turn to page 257 and work problems 5, 8, 11, and 13. We meet weekly and talk about how to present those problems, so we all agree on the same methods of working them. We do that because it helps us when the students get together. They don't argue with each other about the correct method.

In addition, we realized when we started this program four years ago that our students had to improve their vocabularies. Their vocabularies are weak, and it is one of the primary reasons for the trouble they have reading textbooks. Students in the basic sciences courses take a five minute quiz once a week on general, not scientific, vocabulary. The science faculty wrote 5,000 questions for a vocabulary question bank. Critical reading exercises have also been integrated into the science courses.

At Xavier we focus on exit criteria. We focus on where we want our students to be when they leave pre-calculus, where we want them to be when they leave calculus, where we want them to be when they leave the university. Not just where they are at any particular time, or how much they can possibly do in six weeks. The exit criteria we choose for our program are the entrance criteria for graduate and professional schools. We must set our curriculum standards at those entrance levels or we short-change our students. We cannot ask the Harvard medical school to take a student because he is a good kid, even though he doesn't satisfy their entrance criteria.

We have been working on this program for ten years. Its standardization has evolved; it didn't start out this way. The faculty have found that there are advantages in standardizing courses. It gives them a common foundation for upper level courses. The faculty who teach organic chemistry know every detail of what those students cover in general chemistry. It gives direction to new and part-time faculty; it makes their jobs easier. It makes our jobs as supervisory faculty easier, and it makes the departmental support system possible. The tutors we hire can tutor no matter what section of pre-calculus a student comes from.

To keep up, our faculty formed a support group, the science education research group, that meets weekly to discuss problems and develop programs. Members are the faculty from biology, chemistry, math, and physics. This nucleus is what keeps us going, and what has kept our programs going for the last ten years.

PROMISING PRACTICES

Teaching and Learning: Non-negotiable Components at the Postsecondary Level

Shirley Thornton
California State Department of Education

I am going to talk about effective secondary schools, particularly emphasizing the implementation process from my perspective as a high school principal at Balboa High School in San Francisco.

It is impossible to run a school that stays in compliance with the many federal, state and local rules and regulations and also make a difference with the kids. Many of us who are maverick principals ended up having success and being seen as stars because we were given schools that were meant to be failures. When we were given these schools it was with the understanding that we would not succeed. Instead, things began to happen, we began to have success, and no one could touch us. Our success was an aberration; it was not supposed to happen. A high school of color, a school filled with graffiti and all the other indicators of failure, is not supposed to be successful. When all of a sudden the school begins to turn around, people start to wonder how it happened.

I don't know what I learned about administration in college, I don't know what I learned about administration by taking on the job at Balboa. I did learn that if you use your resources, treat your staff people as humans, set high expectations for students and staff that are nonnegotiable, and then leave everything else open, it works. Being successful was a nonnegotiable goal. There was never a need to discuss that. Being successful was a matter of teachers and administrators together setting up the process to reach that goal.

As a high school principal in San Francisco, setting the process was very simple. First we looked at the data. Balboa was a school with 2,100 kids. The average grade point average was 1.6. There was a seventy to eighty percent transiency rate, and the school was filled with gangs, graffiti, smoking, and fighting. You name it and it was there. People would say, "That used to be a good school." Twenty years ago it was a good school. I attended that school; it was an Italian, Irish, Catholic school. Teachers who had taught during

that time and were still teaching were waiting for San Francisco, and the school, to return to that mode. Many inner city teachers talk about the "good old days." What does that mean? Those teachers are really talking about and yearning for a different student population; they are passive bystanders, escaping responsibility, not active, responsible educators. Our teachers were not looking at the fact that they were not giving homework and were not setting high expectations for kids. They were going into the classroom and telling the kids, "When you are ready to learn, we are ready to teach you." How do you focus a staff that believes that kids can't learn?

First, the belief that all kids can learn and that all teachers can and must teach had to be adopted. Anything that got in the way of that understanding was not dealt with in a nice manner.
Next, we had to determine where, in a city like San Francisco, kids could go after they graduate, so we could pinpoint relevant goals. We looked at the labor market and types of available jobs in the city. We set that profile in place and then reviewed our school philosophy and goals to see if they were in synch with the world that these kids would be a part of if and when they graduated. We realized, of course, that they were not. Most of the kids that left our high schools went into unemployment. We took a look at data from the California Postsecondary Education Commission study. This study said that black and brown kids in California are not making it to our colleges and universities. Less than ten percent of these students are eligible for the University of California and California State University systems. Our students fit that profile. Our minority students weren't going to college, and the system we had to try to assure the quality of their education wasn't working.

We had a minimum proficiency exam that students had to pass to get a high school diploma. A kid would first take the exam in the ninth grade and then could take it twice a year for the following four years. We didn't have levels A and B, or forms A and B; the test did not change. By his senior year, because he has taken the exact same test so many times, that kid had it more or less memorized. He could even try the test one more time on graduation day. When a student passed the test, what was he passing? A test an eighth-grader could pass. The fact that we had minimum proficiency standards really didn't say anything--nor did it do anything for educational quality.

When we sat down with the teachers, we asked them what they thought it takes for students to be successful in San Francisco,

or anyplace else. We heard the usual: They must be able to speak, they must be able to think, they must be able to read. Then we asked: Where in the course of the school day were these things operationalized? What do we do every day that assures that when a kid graduates, he will have the prerequisite skills to be successful?

To determine a course of action, we took our department chairs and our parent liaison workers, the critical mass of the school, to FarWest Lab for a week, and we brought in representatives from the California State Department of Education. We looked at our curriculum in relation to a nonnegotiable set of skills, the skills that are required on the College Board entrance exams (SAT) and the American College Testing program (ACT). Students who don't master these skills will not be successful. Everything we do as teachers is based on curriculum, so we looked at our curriculum in relationship to these skills. We saw that a discrepancy definitely existed.

We decided together that our goal for our students was that they go on to productive post-secondary experiences. We helped the teachers look at what had to happen at Balboa to make that happen for the students: we looked at the core skills that they needed to master. We decided what the indicators of achievement were--number of credits, required classes, what the student had to take at each grade level, whether a student passed the proficiencies--and agreed that these things would have to be followed for each student for four years before actually looking at what was going on with student achievement. The process enabled us to come up with a common vocabulary, and branching off from that, we were able to really understand what the nonnegotiable skills should be.

We discussed what we had to do to make necessary changes. We talked about conducting departmental reviews, and the department chairs said, "We cannot evaluate staff." Our response was, "We are not asking you to evaluate staff. We are asking you to evaluate the program." Others would say that collective bargaining would not allow teacher evaluation, but it does allow you to look at the program. It does allow you to figure out how to evaluate and critique your program.

Once we determined what we wanted to do and where we wanted to go, we could see what we needed to do to pull back into a common core. We looked at all of the research on effective schools and started applying those principles in our school. We set up a five-

year plan. Teachers understood that we were not going to change everything at once.

What did it do for Balboa? In 1980, less than seven percent of our kids went on to college, or a technical school, and few got jobs. Of the class we started working with as ninth graders, seventy-five percent either went to college or went to a trade school.

How did we do that? We collaborated with San Francisco City College, working with them on campus, and we brought in a bridging program from San Francisco State. We sent staff to schools where positive things were happening. The people who had been saying "It can't happen here" came back saying "Why isn't it happening here?" We showed our staff how the programs made a difference.

As an administrator, it's my job to get consultants if they are needed. If the school needs more support from downtown, it is my job to get that. However, even if we need those things, we will not lower our level of expectancy because we don't have them. We will not expect less; we figure out how to expect more.

As educators, we have to look at what we are doing to get kids to think. Gifted students go one place, bilingual kids go someplace else, and special ed kids go yet another place. The classroom teacher says, "I'll teach whoever is left, I'll teach the regular students," and he doesn't have to deal with any of the special students. So, we don't end up with the model we want, a model where there is only one way to academic success. Algebra is algebra. Algebra is the first in the series of math courses for kids. Don't give them remedial math or business math or survival math. They need algebra. These programs are supposed to be the "how," the practical application. Instead, we make them separate courses, and separate the students.

It is not surprising that at-risk kids are labeled defective. They are pulled out of the mainstream, and then all the data shows that they can't learn. Here is an analogy: Put your arm in a cast for five years. Take it out of the cast and try to catch a ball. That arm is not going to work. It's atrophied, the joint is probably frozen. There was nothing wrong with that arm when it was put in the cast. We are allowing our kids to be placed in categorical programs, and then we are not demanding that these programs do what they are supposed to do. They are supposed to teach the same principles; the categorical program is supposed to be the "how," not the end. As

principals, as central office staff, as support staff, the only thing we have to do is to make sure that all students are getting what they need to learn.

PROMISING PRACTICES

Dividends Derived from Structured Intervention at the Postsecondary Level

Ed C. Apodaca
University of California

For generations public schools have represented America's investment in the future. Education has traditionally served as the primary route for social and economic advancement, providing vitality, opportunities, and strength to our society. When offered in an academic environment which combines quality and diversity, education can contribute greatly to individuals' intellectual, personal, and financial betterment and can develop greater understanding and cohesiveness among the different segments of our society.

For a variety of reasons, our educational structure is not currently providing these advantages to large segments of our population. Almost half of the American Indian, Black, and Hispanic students fail to receive a high school diploma, and of those who graduate from high school, many are poorly prepared and have limited educational or employment choices. In today's competitive, high-technology world, the need for a good education is greater than ever. In order to remain competitive in the world market, our society must raise the level of educational achievement of all our young people.

Drop out rates are at an all-time high, and minority children and children from low-income families are leaving schools in alarming numbers. As of 1980, three times as many high school-age youth in California from families earning under $10,000 a year were not attending school as were those from families earning $50,000 or more. As is true in most states, in California, Blacks and Hispanics make up a disproportionately large percentage of the poor and of the drop-outs.

Harold L. Hodgkinson, a senior fellow of the American Council on Education described this educational problem as follows: "High school drop-outs," he says, "have a rather typical profile. They are usually from low-income or poverty settings, often from a minority

group (although not often Asian-American), have very low basic academic skills, especially reading and math, have parents who are not high school graduates and who are generally uninterested in the child's progress in school, and do not provide a support system for academic progress. English is often not the major language spoken in the home, and many are children of single parents."

Not only do underprepared students result in a great loss of human potential but their underachievement will also have serious negative consequences for the future of the economy and for the overall well-being of the state. California's minority population is increasing rapidly. Current projections indicate that by the year 2000, ethnic minorities will account for over half of the state population. Furthermore, in California the school-age minority population is growing at a faster rate than the general population, because of higher birth rates and greater immigration into California of young minority families. Of the approximately 4 million students now attending California's schools, more than 44% are ethnic minorities. In 1981, 26% of K-12 enrollments were Hispanic, 10% were Black, 5.5% were Asian, and .8% were American Indian.

For years, the University of California has maintained structured efforts to increase the enrollment of minority and low-income students. The University values the intellectual and cultural contributions of a diverse student population and has allocated special resources for programs designed to identify, prepare, and recruit underrepresented students. Significant gains have been made over the last twenty years in the enrollment of women and ethnic minority students. While some ethnic groups still remain under-represented, existing efforts appear to be working and annual enrollment increases are being reported. The ethnic groups currently identified as underrepresented at the University of California are Blacks, Chicanos, Latinos, and American Indians. As a basis for determining "under-representation," the University uses California high school graduates as a comparison group.

The University of California admissions procedures are designed to select for each of its campuses the best qualified yet diverse student body possible. The extent to which it achieves this

goal affects every student enrolled in the University, for diversity of students and faculty is essential in shaping the quality of an educational experience. Those admitted to the University undergraduate programs are chosen, as mandated by the Master Plan for Higher Education, from among students in the top one-eighth of the state's graduating class. Beyond the basic standard of academic excellence, the University strives to select individuals whose special qualities and experiences contribute to the educational environment of the campuses. Students applying for admission as freshmen must have completed a minimum of sixteen units in specified academic/college preparatory courses with at least a 3.3 grade point average (students with 3.3 - 2.77 GPA can become eligible if they achieve specified composite test scores). The courses required by the University include four years of college preparatory English, three years of advanced mathematics, two years of foreign language, one year of U.S. history, one year of laboratory science and four years of college preparatory electives.

A study by the University of barriers which affect enrollment and academic success of underrepresented students isolated three major problems in the academic preparation of junior and senior high school students:

1. Many students had difficulty with the algebra/geometry series required for admission to the University as well as with preparatory courses necessary to enroll in these classes.

2. Students had insufficient preparation for science and English course work and lacked the academic background required to undertake college preparatory courses in these disciplines.

3. There was also a need for increased parental and student awareness regarding the nature of and the opportunities available for education. Taken together, these factors contributed greatly to the disproportionately low rates of college eligibility for minority students.

A California Postsecondary Education Commission (CPEC) eligibility study of 1983 high school graduates found that a primary barrier to participation of minority students in postsecondary

education is the disproportionately low rate at which these students attain University of California and California State University eligibility. The average eligibility rates of California public high school graduates was 13.2% and by major ethnic groups was: Asians, 26.9%; Blacks, 5.6%; Hispanics, 4.9%; and whites, 15.5%. In 1983, there were 23,288 black and 46,081 Hispanic high school graduates in California, of which only 3,096 (838 black and 2,258 Hispanic) graduates were eligible to attend the University of California. They represented 2.5% and 6.7% respectively of the total eligible pool, while Asians represented 12.4% and Whites 75.3%.

In addition, the study indicated that a large number of minority students who were eligible to attend the University (approximately 60%) did not take the aptitude and achievement tests required by the University and most other four-year educational institutions. This brought into question the assumption that most qualified black, Hispanic, and American Indian students were highly recruited and were attending prestigious four-year institutions. A new eligibility study is being conducted of 1986 high school graduates, and efforts will be made to survey students who met eligibility requirements but did not report taking the prerequisite college placement tests necessary for admission.

The initial efforts of the Early Outreach program focused primarily on identification and recruitment of minority youth. It quickly became apparent, however, that the success of this strategy was limited by the high drop-out rate of minorities and the low rate at which minority high school graduates were achieving academic eligibility for the University.

After a thorough study of the attributes of students who achieved eligibility, the University determined that a strong program of academic and motivational intervention was needed, beginning at the junior high level. With funding from the state legislature, the University initiated the Early Outreach Program. The Program consists of two components: Junior High School and Senior High School. The former commenced in 1976 and the latter in 1978. These programs provide a "pipeline" to the recruitment and admissions programs of the University, the California State University, and California independent postsecondary institutions.

The University of California'a Early Outreach Program is designed to address the problem of eligibility by assisting students to prepare for college level work. The Program helps students to achieve a level of academic preparation that will increase their options for enrollment in any postsecondary institution -- including the University of California. The Early Outreach Program addresses the above problems by focusing its activities on five critical factors which affect student attitudes and achievement: (1) aspirations toward higher education; (2) information necessary to prepare for postsecondary studies; (3) instructional and tutorial assistance in required college preparatory course work; (4) motivation to achieve the required level of performance in the course work; (5) academic and non-academic support from parents, school personnel, and peers necessary to pursue and successfully complete college preparatory course work.

To bring about the desired changes in student attitudes and achievements, the Early Outreach Program provides a wide range of educational services, including the following:

1. Academic Advising. These sessions provide participants with information on: (a) what classes and performance levels will help them to meet the eligibility requirements of the University of California and of other postsecondary institutions; (b) the appropriate sequence in which they should take their courses; and (c) how to prepare for college admissions tests. The focus of these sessions is academic program planning, related high school work and entrance examinations.

2. Tutorial and Learning Skills Services. These services furnish students with tutorial assistance necessary to master the concepts in their college preparatory courses, especially those in mathematics, science, and English. Frequently these services entail learning skills modules designed to improve a student's proficiency in note-taking, asking questions, reading, studying, test-taking, and other skills.

3. College and Career Counseling. This service gives participants information on college admissions procedures

and examinations; career choices; financial aid and scholarship programs, housing, postsecondary institutions of interest; college life; and the benefits of higher education. Vocational testing and seminars on specific career fields are also provided.

4. Parent Meetings. These gatherings introduce students and their parents to a wide array of information vital to college preparation and career planning. Meetings with parents are conveniently scheduled in familiar community settings.

5. Campus tours. Such outings enable participants and their parents to tour local college or university campuses of interest. Frequently they include: (a) a campus tour of specific academic programs, services, and physical facilities; (b) department presentatons; and (c) lectures on the history, traditions, and goals of the visited campus.

6. Summer Programs. These programs are designed to place students in an academic setting where they may obtain: (a) instruction which sharpen those reading, writing, mathematics, and study skills needed for academic success at the host campus; (b) social transition into college; (c) orientation to campus resources; (d) proper incentives for using academic support services throughout their freshman year; (e) assistance in identifying a support system on which they can rely while they negotiate the complexities of University life; and (f) a realistic expectation of the academic requirements of their career choices and of the University. Depending on the host campus, participants are provided room and board. Frequently, they are also provided with work experience for which they are paid a stipend.

At the junior high school level, the goal of the Early Outreach Program is to increase the number of minority and low-income students who aspire to attend postsecondary educational institutions. At the senior high school level, the goals of the Early Outreach Program are: to encourage minority and low-income students to enroll in and successfully complete a college preparatory program, and to increase the number of participants who become eligible for admission to the University of California. The senior high school component of Early Outreach assists students who were junior

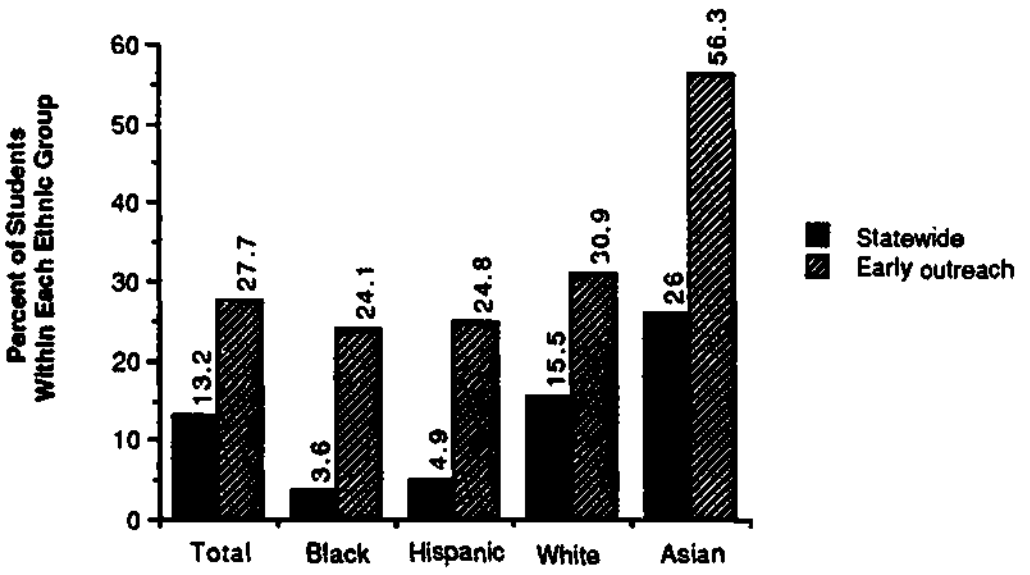
high school participants and other underrepresented and low-income students who attend targeted schools.

Results of Early Outreach Programs

The Early Outreach Program served 34,764 students, 505 junior and senior schools, during the 1985-86 year. In 1986, high school graduates who participated in the Early Outreach Program achieved University of California eligibility at a rate of 27.7%, compared with 13.2% general statewide eligibility rate. Each group of Early Outreach participants, when designated by ethnicity, achieved eligibility at a considerably higher rate than their counterparts statewide (see figure 1).

Figure 1

Comparison Between 1983 California Postsecondary Education Commission Eligibility Study and 1986 Eligibility Rates for University of California Early Outreach Graduates



Each of the University of California campuses has an Early Outreach Program which serves the junior and senior high schools in their surrounding communities. Universitywide, 2,187 (84%) of the Early Outreach graduates in 1986 enrolled in a college or university. Forty-five percent of the graduating class enrolled in the University of California or in the California State University system. An additional 11.3% enrolled in other four-year institutions. This is

much greater than the general statewide college-going rate (16.6%) reported by the California Postsecondary Education Commission for students enrolling in the University of California and California State University.

Early Outreach Program Model

The partnership among the schools sites, the student participants, and the Early Outreach Program includes a formal service agreement which details the responsibilities and requirements for participation as well as the services to be delivered.

A. Services Provided

The selected schools receive services from the University of California campuses with emphasis on identifying and assisting students who show interest and potential to succeed in higher education. The following services form the foundation upon which additional services can be added. The services provided include:

1. academic advising,
2. role model presentations,
3. college and university visits,
4. disseminaton of information, and
5. parent involvement

B. Selection of Sites

Target schools within each region are drawn from schools which have large representation of minority students and which in the past have not been successful in sending minority students to the University. The type of services offered each school varies according to its needs. The number of schools served within a region was determined by geographic distance from University campuses, and availability of resources to perform essential services. Selection of the target schools was based on: (1) willingness of school officials to participate (2) number of targeted students enrolled, (schools that serve targeted students "bussed in" as part of an integration program were included), (3) need for services offered, and (4) availability of resources.

C. Selecton of Participants

The Early Outreach model is based on the belief that services in the seventh grade should be offered to as many students as possible. Thus, selection of seventh grade students is relatively unrestricted; within the participating schools, all underrepresented minority and low-income students are invited to participate. Beginning with the eighth grade, there are certain expectations of participants including taking college preparatory courses.

D. Faculty and Parental Involvement

Faculty input and participation is sought in the development and implementation of the Early Outreach regional efforts. Linkages with existing student preparation efforts such as the California Writing Profect, the California Mathematics Project, and the University of California Irvine's Project STEP have been maintained and strengthened. The amount and types of services provided vary by area and are determined by the needs of the region and the resources available. Advisory Boards, with faculty and community involvement, are established to reflect the cooperative nature of the effort. They provide direction regarding the type of services to be offered in their regional area.

In order for the advisory boards to make knowledgeable decisions, evaluation of program methods and accomplishments are available at regular intervals. Since the regional efforts also involve new school sites, baseline data have been gathered to assess the effects of the program.

E. Intersegmental and Related Program Involvement

Of equal importance to effective coordination and to the cooperative efforts with the junior and senior high schools is the ability of the Program to work well with other college outreach efforts. By sharing the mission of preparing underrepresented minority and low-income students for postsecondary educational opportunities, services can be more comprehensive and complementary.

The University has begun collaboration efforts with representatives from the California State University, the California Community College, the State Department of Education, MESA, Cal

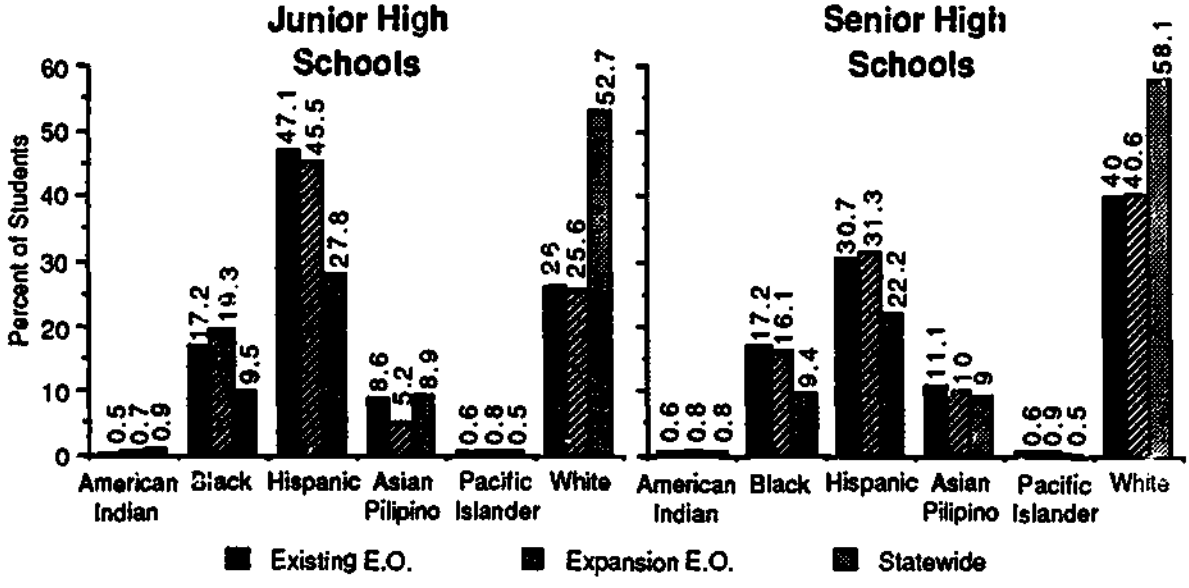
SOAP, Upward Bound, and the California Academic Partnership Program. Both the University of California and the California State University are funded to support early outreach efforts and have programs which coordinates efforts.

In light of the many junior high and senior high schools which are currently not served, the segments work together in order to expand their efforts and to avoid duplication of services when working the same schools. Periodic meetings among the segments are held to share information, ideas and resources needed for college nights, field trips, parent visits, and disseminaton of information.

During the 1985-86 academic year, the Early Outreach Program served 273 high schools and 185 junior high schools located in 25 counties. In fall 1986, the Early Outreach Program expanded, providing new or additional services to 48 high schools and 66 junior highs. The 1985-86 ethnic composition of Early Outreach schools is provided in figure 2. The proportion of underrepresented ethnic minority students in schools serviced by the Program is significantly greater than the statewide averages and of schools which traditionally send students to the University. While 32.4% of California's public high school students are underrepresented ethnic minorities (Asians are not included as underrepresented), they comprise 48.5% of the students enrolled in Early Outreach public high schools. Similarly, while underrepresented ethnic minorities constitute 38.0% of the junior high school students, their proportion in schools serviced by the Early Outreach Programs is 64.5%.

Figure 2

Ethnic Distribution of Schools in Early Outreach (Existing and Expansion Programs) and California Public Schools 1985-1986



For purposes of comparison, selected ranges of the Scholastic Aptitude Test mathematics (SATM) and verbal (SATV) scores for fall 1985 University of California freshmen were reviewed alongside those of students enrolled in Early Outreach high schools. A comparative analysis indicates that the average SATM score is 20.2% (114 points) and the average SATV scores 21.2% (106 points) below that of entering University of California freshmen.

Expansion of Early Outreach Efforts

The Early Outreach Program, as well as similar efforts conducted by the California State University, have been highly successful. However, the number of schools involved has been relatively few. Recognizing the magnitude of the eligibility problem for underrepresented minority students, the University has expanded its efforts to reach increased numbers of these students. With much of the Black and Hispanic population concentrated in urban areas of the State, regional centers were established in the Los Angeles, the San Francisco Bay, and the San Diego areas. The Los Angeles area will be the focus of concentration, as more than 51% of

the black and 43% of the Hispanic high school graduates in the State reside in this county.

The expansion of the Early Outreach Program into the three regions allows the University to work with schools which are presently unserved or underserved. With this expansion, 45 high schools and 66 junior high schools have been added to the Program and the number of participants is expected to increase by at least 16%. Each region will be serviced by more than one compus which should add to the overall support and success of Early Outreach efforts.

Since its inception in 1976, the Early Outreach Program has undergone a number of changes. Initially the emphasis of Early Outreach was on enrolling underrepresented ethnic minority students in postsecondary institutions. Later, the goals were changed to include low-income students to prepare for and apply to four-year institutions. This change was important, given the fact that 85% of the black and Hispanic students attending college were enrolled at two-year institutions and were not transferring into baccalaureate programs. in 1986-87 the following goals were established:

a. at least 75% of the program participants are to be from underrepresented ethnic groups,

b. at least 70% of all students served by the program are to be enrolled in at least four A-F courses per semester beginning in the 10th grade,

c. at least 50% of all students participating are to have cumulative GPA's of at least 2.5 in grades 7-9, and cumulative GPA's of at least 2.7 in grades 10-12,

d. at least 35% of the program graduates are to be UC eligible, and

e. at least 55% of the program graduates are to attend four-year colleges.

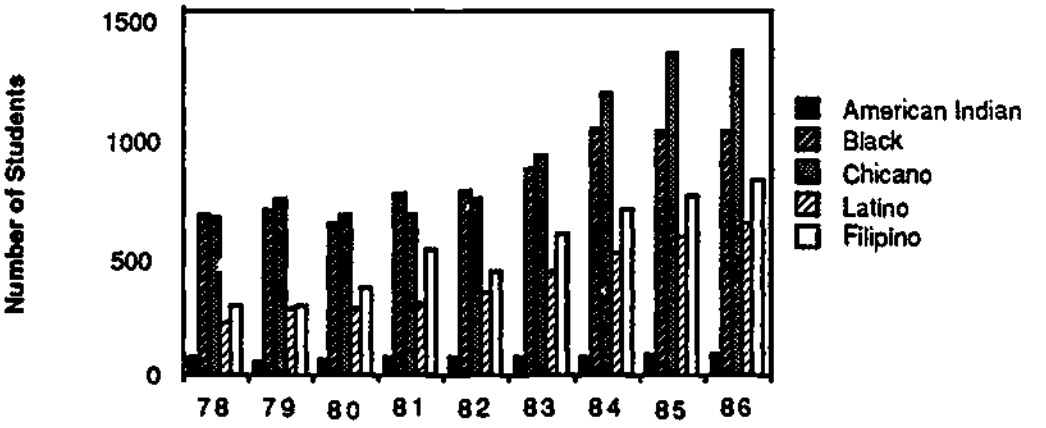
Conclusion

Within the scope of the programs, the University of California Early Outreach efforts have been successful. As a result of

structured student affirmative action efforts, such as those provided by the Early Outreach Program, the number of eligible entering underrepresented students has increased annually (see figure 3).

Figure 3

University of California Enrollment Data
First-Time Freshman, California Resident Minority Groups
Fall Terms 1978 through 1986



Expansion of efforts such as the Early Outreach program are needed to serve the broader population of underachieving students. It is apparent that the educational, occupational and social problems confronting minority and low-income youths will continue to increase if not corrected. Given the current lack of adequate resources and the growing as well as changing population mix, those problems which are common to such an environment will continue to be reflected in the schools and will directly affect their ability to educate students. It is extremely important that affirmative steps be taken to address existing problems and to put in place an educational system which is sensitive and effective in responding to a changing environment. The full participation of all students within the educational system is essential for assuring a better future. Cultural pluralism in schools is not only of educational value but is also important in developing a better understanding of ourselves and our society and encouraging greater tolerance of each other.