

**An Overview of UCLA and Non-UCLA Outreach
Programs:
Case Study of Monroe HS**

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Occasional Report #9

Outreach Evaluation

OCCASIONAL REPORT SERIES



Graduate School of Education & Information Studies

UCLA

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March, 2002

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Executive Summary

Purpose of the Study

This study investigated the extent to which there is overlap in outreach activities provided by UCLA and other institutions of higher education. We conducted a case study at three high schools where UCLA's EAOP is offered: Roosevelt, South Gate, and Monroe. (See p. 4 for a definition of outreach programs included in this study.) **This report is focused only on the findings for Monroe HS.**

Study Procedures

Information about outreach programs at the three high schools was collected primarily by interviewing the college counselors at the school sites and the program directors of identified college or university outreach programs, including UCLA EAOP senior site coordinators (see p. 5).

Findings

UCLA's EAOP offers one of the most, if not the most, comprehensive outreach programs at the three schools (see Appendix C2). The activities of non-UCLA outreach programs fall into two main categories: (1) comprehensive programs similar to EAOP, and (2) college application-focused programs (see Appendix C1 for an overview).

Outreach program staff report the desire for more cooperation among programs, but a secondary goal of almost all outreach programs we investigated is increased enrollment at the respective colleges or universities, resulting in competition among the institutions of higher education (see p. 13).

Reporting

Reporting will be two-fold: (1) a master report with complete findings for UCLA EAOP staff (including an offer for a follow-up meeting); (2) three focused reports containing the findings for each high school. These focused reports will be for school staff, superintendents, and respective UCLA EAOP site staff.

Introduction

This report is part of the general evaluation for the UCLA Outreach efforts supported by the University of California Office of the President. These efforts consist of the Early Academic Outreach Program (EAOP¹) and the School University-Partnership (SUP²). In this study the evaluation team focuses on three schools at which only the EAOP component is offered. We intend to answer the following question:

What outreach programs are at three of the high schools where UCLA offers EAOP?

This question is important for three reasons. First, to evaluate accurately EAOP's services it is crucial to know about all the simultaneous influences that might have an impact on the program's target population. It is difficult to separate the outcomes of one program, for example EAOP, from impacts of a whole range of programs being implemented at the target schools. Therefore, it is important to learn more about the multiplicity of programs. Secondly, to assess the needs of target schools and guide future program planning it is helpful to find out which areas of outreach are well-served and which are underserved. Thirdly, many EAOP program staff members have mentioned the need to coordinate outreach efforts of different programs at the schools more effectively. Better cooperation could prevent duplication of efforts and enable programs to share resources and join forces in similar activities. An overview of all the outreach activities at the chosen EAOP schools will provide the necessary information. Such an overview would be useful for the college counselors and the programs' staffs to improve their coordination efforts.

Unfortunately, given one researcher and one interviewer and a six-month time period, it would have been an impossible task to provide the above information for all the 42 high schools where EAOP offers its services. Therefore, we decided to do case studies of three high schools. **In this focused report, we present the findings for one of these schools: Monroe HS.** This school was chosen because we began this project over the summer, so we needed year-round schools. In

¹ For a description of EAOP, please refer to the official program website: <http://www.eaop.ucla.edu>.

² SUP focuses on systemic change related to college readiness. Currently, UCLA maintains such partnerships with seventeen schools. However, none of the three schools studied has SUP.

addition, we relied on the advice of EAOP senior program officials to help us identify schools whose staffs (particularly principals and college counselors) would be most likely to cooperate with us.

How do we define outreach program? Outreach programs encompass a wide array of target groups and goals, with activities ranging from college recruitment to intensive one-on-one student tutoring. In our study, we included those programs at the three high schools that

- Are provided by institutions of higher education;
- Have a clear academic / educational focus with the goal of increasing college / university access;³
- Reach beyond recruitment focused on a single college;
- Target educationally disadvantaged students (as most of the students at the three schools are).

As with any study, there are limitations and caveats. Although we did our best to identify all the programs that fit our definition, we cannot be certain that our list is comprehensive. Our primary means of identifying the programs was information made available to us by the college counselors who relied on their own memories and record keeping, which was often informal. In addition, for more detailed information about the programs found at Monroe we depended on the cooperation of the program directors or their staffs at the various institutions of higher education.

The next section presents a brief description of the procedures we used for this study, followed by the findings, including summary tables. Finally, we offer a discussion of the findings intended to increase the usefulness of this report for Monroe HS staff, the district superintendent, and UCLA EAOP staff providing services at Monroe.

³ In this study, we included only student-centered outreach efforts and did not attempt to catalog the variety of professional development activities provided by the school districts, universities, and others.

Study Procedures

The purpose of this study was to identify and describe all the outreach programs that are active in three EAOP high schools. As stated above, in this report we will focus on Monroe HS. Preceding the findings for Monroe (please see next section of this report), we briefly describe the school.

We took the following steps to collect information for this study:

1. We obtained an Exemption from the Institutional Review Board review (Office for the Protection of Research Subjects).
2. We obtained permission from the principals of the schools to interview the college counselor at their school.
3. We interviewed each of the three college counselors on site about the outreach programs offered at her school.
4. From the list of outreach programs identified for each school, we interviewed the program director from the respective institutions to collect more detailed information about his/her program.
5. To gain a better understanding of the UCLA EAOP component at the schools, we interviewed each of the three senior site coordinators and received their input through the use of a questionnaire.
6. We talked to other UCLA program staff who could provide helpful information for this study, including the EAOP data manager.
7. We checked the three high schools' webpages for any references to outreach programs.⁴
8. Once all the data were compiled in a separate table for each school, we validated our information with the three college counselors.

During the one-hour personal interviews with the college counselors, we first asked about UCLA outreach at their schools. Then we inquired about outreach programs by other institutions of higher education. We tried to collect as much specific information as possible from the college counselors about these programs, particularly whom to contact to gain more in-depth information. Next, we did approximately 30-minute interviews (usually by telephone) with the program staffs at the

⁴ Monroe HS webpage: http://www.lausd.k12.ca.us/Monroe_HS

identified institutions. The interviews included questions about program goals, types of activities, target populations, numbers of students served, amounts of time spent at the school sites, funding, stages of implementation, coordination efforts, and comments on success and barriers.⁵

To collect more detailed data on the UCLA program component at the three high schools, we used a questionnaire that we had designed for another evaluation project.⁶ The questionnaire lists all the possible EAOP and SUP activities that might be offered at a school and asks about the stage of implementation for each activity. The senior site coordinators provided the information requested by the questionnaire and commented more specifically on some of the activities listed. Their insights will assist in revisions of the questionnaire for further use. The EAOP data manager was helpful in obtaining quantitative data on the program implementation at the three schools. EAOP introduced a monitoring system using data sheets to be completed by EAOP staff for each activity they deliver at each school.

At the end of the data collection process, we faxed our list of findings to the college counselors for validation and final comments before inclusion in this report. One counselor responded to our request. Reporting of this study is two-fold: 1) a master report with complete findings goes to UCLA Outreach program staff (in addition, they are offered a follow-up meeting to discuss the implications of the study); and 2) three focused reports containing the findings for each school will go to the respective schools (principals and college counselors), the respective district superintendents, and the UCLA EAOP staff at the respective schools. Thus, this focused report will go to all these parties for Monroe HS.

⁵ Interview protocols can be found in Appendix A1 and Appendix A2.

Findings

This section contains a comprehensive list of the outreach efforts at Monroe HS. We will first offer a short description of the school based on 2000-2001 data gathered from the LAUSD homepage.⁷ Then, we will present data, including a number of tables, listing and describing (a) UCLA Outreach programs at the school; (b) further detail on EAOP activities at the school; and (c) non-UCLA outreach programs at the school.

Monroe is located north of Los Angeles in the San Fernando Valley in School District A. Like the other two schools we investigated, Monroe is a Title One, three-track senior high school. However, Monroe's student population is a little more diverse. Eighty-four percent of the total number of Monroe's approximately 4100 students are of Hispanic background, five percent are Filipino, four percent are Caucasian, four percent are African American. Slightly over one third of the students are considered English Learners. Student attendance is at about 89 percent. There are 173 certificated teachers at Monroe.

In total, we found nine outreach programs at Monroe HS that meet our criteria. UCLA maintains two of these programs. In contrast to the other two schools we studied, the EAOP program at Monroe HS includes only the UC Bound program component and not CBOP. The other UCLA program, CityLab, is funded by the College of Letters and Sciences. The following table presents an overview of the UCLA outreach programs at Monroe HS.⁸

⁷ See <http://www.lausd.k12.ca.us>

⁸ Please refer to Appendix D for a listing of data sources.

TABLE 1

UCLA Outreach Programs

Name of program	Sponsor	Target population	Type of activity	On site time
EAOP / UC Bound	UC Office of the President	All grades	Making sure that students meet A – G requirements, classroom visits, application workshops, campus trips. For a complete detailing of EAOP activities at Monroe see additional table in Appendix B.	Bruin advisors on site once or twice per week
CityLab	CARE (Center for Academic and Research Excellence), EAOP	Inner city high school students	Encourage to enroll in AP science classes, SAT prep classes and to consider a career in the sciences, two field trips to UCLA for labs / workshops	

To gain a more detailed picture of the EAOP (in this case UC Bound) activities at Monroe HS, we used the questionnaire listing UCLA Outreach activities and asked the EAOP senior site coordinator for their level of implementation. This interview revealed that fifteen activities were fully implemented at Monroe, one activity was somewhat implemented and one was not at all implemented. Our EAOP informant considered eight of the activities listed as not intended for implementation at Monroe HS, leaving twelve “don’t know” answers. All of these uncertain items concerned the SUP component of the UCLA Outreach program, not the EAOP component that the senior site coordinator is responsible for.⁹ For a listing of the questionnaire items, their reported level of implementation and any comments for Monroe, please refer to Appendix B.

The EAOP quantitative data for Monroe HS for the year 2001 shows a total number of 454 student contacts. Academic advising accounts for almost half (206). Sixty-three students received individual academic planning (IAP), 27 participated in Saturday programs and eighteen in standardized test preparation sessions. Eight students received personal counseling, seven joined a field trip, and four students were helped with college applications and essay preparation. A large number of “other” contacts were also reported (117). The senior site coordinator reported that about 150 students were officially part of the UC Bound program at Monroe HS (but that other students may request services as well). Either each EAOP student at Monroe, on average, received about three contacts in 2001 or EAOP services were provided to some non-EAOP students as well.

There are seven non-UCLA outreach programs at Monroe HS. They are offered by California State University Northridge, Santa Monica City College, Valley College, Pierce College, and Mission College. The following table summarizes the non-UCLA outreach programs at Monroe HS.¹⁰

⁹ Please note that each EAOP senior site coordinator supervises EAOP services at as many as 23 schools.

¹⁰ Please refer to Appendix D for a listing of data sources.

TABLE 2

Non-UCLA Outreach Programs

Institution	Name of program	Target population	Type of activity	On site time
California State University Northridge	CAPI (Collaborative Academic Preparation Initiative) English & math	Primarily juniors	Offering free practice tests in English and math that are graded with feedback comments for students / tutors to target weak spots; tutoring by CSUN students, integrated in 11 th grade English/math classes; crash math course for seniors; parent workshops; professional development for teachers	8-15 hours per week per tutor (2-3 per site)
California State University Northridge	AVID (Advancement via Individual Determination) ¹¹	All grades; students who get average to high scores in reading who have C average but who express desire to go to college	Four-year class (study skills, college counseling, motivation); tutoring by college students, guest lectures, field trips, SAT prep, financial aid advice; college prep courses	
Valley College	Early Admission	Seniors (160-170)	College orientations, placement test, help with application, campus visit	Once per week
	Early Start	All grades (30-60)	Concurrent enrollment for two courses, English and justice; free course and books	Each semester
Pierce College	EOP&S (Extended Opportunity Program and Services)	Juniors and seniors, low income, low performance (approximately 100)	Program presentation (EOP&S starts when students get to Pierce College), motivation, help with applications generally, free placement tests, one-on-one follow-up, summer bridge program, concurrent enrollment	2-3 hours per week
Santa Monica City College	Outreach	Hispanics, otherwise no criteria	College classes held at HS, counselor provides orientation to college, application support (indiv., small groups and classrooms), parent night, college fairs, community events	Once per month for 3-4 hours

¹¹ Information about AVID was not provided by program staff directly but was uncovered from written sources (see Appendix D). Therefore, our information about AVID is limited.

Mission College	Jump Start Program	None - but usually targeting low income, disadvantaged students	College classes taught at Monroe (e.g. psychology, sociology, justice), concurrent enrollment at Mission (e.g. culinary arts), college placement tests for free, HS advising, campus visit, career fair, general recruitment	Approximately 2 hours per week
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Discussion

High school counselors

The Monroe college counselor was very helpful in describing the outreach efforts at her school. To some extent, the communication skills of the programs' staffs seem to determine the counselors' awareness about the outreach programs at their schools. In general, college counselors seem to be faced with an incredible information flow about different programs, a fact that creates a need for selective information processing. Information selection is influenced by the college counselors' perceptions of outreach program staff's personal characteristics (for example, credibility, charm, and common values or personality traits).¹² It seemed the counselors had indeed developed special relationships with some outreach program staff (both supervisory and/or on-site).

UCLA Outreach

Out of the twelve institutions of higher education offering outreach services at the three high schools, UCLA is among the most active, along with California State University (especially the Los Angeles campus, but also Long Beach and Northridge). UCLA EAOP offers one of the most comprehensive programs at each of the three schools, encompassing a wide array of services, including individual academic counseling and parent meetings, application workshops and Saturday academic sessions, campus tours, summer enrichment, and many more activities. We have detailed the comprehensiveness of EAOP in a table comparing EAOP to programs offered by other colleges and universities at the three schools in terms of activities offered (see Appendix C2). The list of activities was taken from a national study by the U.S. Department of Education investigating outreach programs for underrepresented youth in K-12 (Gandara, 2001).¹³ It becomes apparent that EAOP at Monroe covers nine out of a total of 24 activities that Gandara (2001) identified in outreach programs across the country. Activities that only EAOP offers at Monroe include "summer program" and "parent orientation to program" (also see

¹² Other factors include the situation and the way in which the information is presented, as well as the characteristics of the recipient.

¹³ Citation: U.S. Department of Education, National Center for Education Statistics. Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth, NCES 2001-205, prepared by Patricia Gandara with the assistance of Deborah Biel for the National Postsecondary Education Cooperative Access Group. Washington D.C.: 2001.

Appendix C2). Four activities (tutoring, college-based or college-level courses, assessment, and speakers) are not offered by UCLA's EAOP but by other institutions of higher education. The remaining eleven activities are not covered by any institution.¹⁴

In order to discuss the degree of implementation of the EAOP activities, we have to take into account that each school's context is unique. This report is not intended to assess the quality of EAOP services at Monroe. Instead, we intend to provide an idea of what EAOP does in order to present a complete picture of outreach activities at Monroe.

Non-UCLA Outreach

In general, the non-UCLA outreach programs differ in type and extent of activities. The programs fall into two main types: (1) comprehensive programs (like EAOP / UC Bound), and (2) college application-focused programs (reaching beyond recruitment for a single college). At Monroe, the former programs include AVID (Advancement Via Individual Determination) implemented by California State University Northridge. Outreach done by Santa Monica City College, Valley College, and Pierce College at Monroe falls into the latter category. Special cases are (1) the CAPI program (Collaborative Academic Preparation Initiative) by CSU Northridge, whose goal is to improve English and math skills of high school students in order to increase the number of students who apply to college and pass the college entrance exams for these two subjects; and (2) the extensive Jump Start (concurrent enrollment) program by Mission College. On average, the more comprehensive programs offer on-site services for ten to fifteen hours per week. The other programs involve on-site visits of a few hours from once a week to once a month. Not surprisingly, the more comprehensive programs target more grade levels while the application-focused programs work mostly with seniors. Given our definition of studied outreach programs, their goals are generally similar: Increasing the number of underrepresented students in post-secondary education, with special attention to the institutions of higher education implementing the respective outreach programs.¹⁵

¹⁴ Please bear in mind our limited information about AVID, for example, with regard to its peer component.

¹⁵ Please see Appendix C1 for a detailed summary table of non-UCLA outreach programs at Monroe.

In summary, a wide array of activities is offered by many programs, with considerable overlap. While certain activities delivered by certain programs are unique, no programs specialize in only one type of activity. Outreach programs' staffs report the desire to improve cooperation among different programs but existing cooperation is minimal. Program staffs are better able to judge the best opportunities for collaboration. Possibilities range from program development to overcoming common barriers. Examples in terms of coordination of program implementation might be to join forces for classroom presentations, parent meetings, college entrance exam preparation, and campus visits. Similar to other programs' staffs, EAOP staff report that at present they help and inform all students who approach them, no matter which institutions' applications they need help with or whether they are officially considered EAOP students. One might argue that collaboration is not necessary as long as there is no duplication in terms of the individual service recipients, i.e. as long as there are more students in need than students being served. On the other hand, more students might be reached in a more effective manner if programs coordinated activities on a regular basis.

Lastly, and most importantly, successful cooperation efforts are based on an important assumption: that the underlying goal of the outreach programs is to support underrepresented students in pursuing post-secondary education, regardless of which colleges or universities they end up attending. In reality the goal of the UCLA Outreach efforts is to increase the number of UC eligible and UC admissible students from the schools served. Outreach efforts of other higher education institutions are presumed to likewise be self-focused. Thus, there is competition for students among the different institutions of higher education, making serious collaboration efforts among them less likely.

APPENDIX A1

Interview Protocol College Counselors

UCLA Outreach

What UCLA outreach efforts are going on in your school? (Prompt names of programs present at each school.)

- Sponsor (which departments)
- Target population
- Types of activities
- Frequency
- Stage of implementation
- Comments
- Contact information; specifically, who would be the person to talk to for the UCLA outreach program at your school

Non-UCLA Outreach

What outreach activities do other institutions of higher education offer at your school? For example, community colleges, University of Southern California, CalState, other UC campuses?

- Sponsoring organization
- Name of program
- Contact information (brochures)
- Target population
- Types of activities
- Frequency
- Stage of implementation

APPENDIX A2

Interview Protocol

Program Directors at Institutions of Higher Education other than UCLA

What do you do at [name of school]? Type of activities?

What are the program's goals?

Target population?

In how many and which schools is this program?

How many students participate in this program? What grades?

Who do the students work with? Teachers? Others?

How much time do your program people spend at the school site per session? Weekly? Monthly?

How much money is spent providing this program?

Any sponsors?

Stage of implementation of program?

Is the program being evaluated? By whom?

Any comments about success/barriers, what's effective/ what's not?

Are there any coordination efforts between this program and other programs?

APPENDIX B

UCLA EAOP Outreach Activities at Monroe HS (information provided by Maria Wilcox)*

Activity	Stage of implementation	Remarks
Professional development sessions	Not intended	
Reading results institutes	Not intended	
Saturday, additional period, or after-school intervention	Fully	There are summer academies, visits to campus, workshops in the community, SAT workshops etc. She refers to the EAOP Master Calendar.
Core content programs for students	Fully	
Summer/intersession middle-to-high school bridge programs	Not intended	
Data teams	Not intended	
University field trips	Fully	Once a year there is a Bruin Buddy Day. Students also visit other college campuses.
Professional development for teachers around college-readiness and counseling	Fully	This is done at staff meetings and in informal updates of the college counselor.
Teachers serving as site coordinators at schools	Not at all	
UCLA parent project	Not intended	
Parent college information sessions	Fully	This is done once in spring, usually with a follow-up in fall.
Creating a college-going culture	Fully	Parent workshops, teacher information, student information.
Academic advising / planning	Fully	
Saturday academies	Fully	Twice or 3 times a year in math, English, science, history.
Study skills / learning system	Not intended	
College is affordable / financial support	Fully	Once a year.

Concurrent enrollment	Fully	
Informational outreach	Not intended	
Motivational / mentoring activities	Fully	Three Bruin advisors are at Monroe once or twice a week. There is also a site advisor and a site coordinator for Monroe. They offer UC Bound services to about 150 students (because of different tracks).
Summer academic boot camps	Fully	If Monroe gets some of the spots (each senior site coordinator chooses one school).
Service learning	Not intended	
Test prep	Fully	Test prep workshops are offered 4 to 5 Saturdays in March.
Family / parent involvement	Fully	
Tutorial assistance / referral	Fully	
School site workshops	Somewhat	An application workshop is offered; more will be added in the future.

* Based on UCLA Outreach evaluation activities questionnaire, excluding all items with “don’t know” responses

APPENDIX C1

Summary Table of Non-UCLA Outreach Programs at Monroe HS

Institution and name of program	Goals	Type of activity	Target population, # of participants	Who is on site and when?
Santa Monica City College, College Outreach Office	Raise awareness and motivation for higher education, provide info, work especially with lower-achieving students	College classes held at HS, Master-level counselor provides orientation to college, application support (individuals, small groups, and classrooms), parent night, college fairs, community events	Primarily Hispanics, otherwise no criteria, 70 schools with varying intensity, # of participants unknown	Master-level counselors visit each school 1-4 x per month for 3-4 hours each visit
CSU Northridge, a) CAPI b) AVID	a) Improve English & math skills among HS students so they pass the entrance exam, and to increase motivation to apply to and enroll in CSU b) Increase number of low-income and underrepresented students who are given access to college prep courses and who go to college	a) English & math testing for free, tutoring in English & math in classrooms, math crash course, parent workshops (twice per year), professional development for high school teachers (2 days per year) b) AVID class (study skills, college & financial aid counseling, motivation), college tutors, college prep courses, SAT prep, guest speakers, field trips	a) Juniors who are low-income minority students, # of participants unknown b) All grades; average to high-scoring students (in reading) who are under-performing (C average); # of participants unknown	a) 2-3 tutors are on site 10-20 hours per week b) No information
Valley College, Early Start / Early Admission Programs	Message that college is accessible even for low-achieving HS students, increase enrollment at Valley College	College presentations, help with applications, campus visit, placement testing, early registration, college courses offered at HS	All Seniors, for courses all grades, about 160 enrolled from Monroe last year, 30-60 students take courses	Recruiter visits Monroe once a week, courses are offered twice a week

APPENDIX C1 cont'd

Institution and name of program	Goals	Type of activity	Target population, # of participants	Who is on site and when?
Pierce College, EOP&S	Provide higher education opportunities to low-income, low-achieving students	Information and motivation, help with applications, 1-on-1 follow-ups, placement testing, summer orientation to Pierce College	Seniors who are low-income and with a GPA below 2.5 and high school drop-outs, # of applications from Monroe about 100 (50 actually enroll)	Counselor spends 2-3 hours each week on site
Mission College, School Relations Office	Inform and encourage students to continue with their education, regardless of where, but also to entice them to come to Mission College	Jump Start Program offers three college classes at high school, concurrent enrollment for HS students at Mission, placement tests at HS for free, career fair, campus tour, help with applications and college presentations	None in particular, but de facto low income, disadvantaged students, # of participants unknown	Recruiter spends 2 hours per week (one-on-one), program director does 5-8 presentations per year

APPENDIX C2

Gandara (2001) Comparison Table

Activities (Gandara, 2001)	UCLA	Other institutions of higher education
COUNSELING		
College & financial advising	+	Santa Monica City College; Valley College; Pierce College; Mission College; CSU Northridge (AVID)
Career advising		
Assistance with forms & college application	+	Santa Monica City College; Valley College; Pierce College; Mission College
Personal counseling		
ACADEMIC ENRICHMENT		
Summer program	+	
Tutoring		CSU Northridge (CAPI & AVID)
College-based or college-level courses		Santa Monica City College; Valley College; Mission College; CSU Northridge (AVID)
High school or after-school academic preparation	+	CSU Northridge (CAPI & AVID)
Assessment		CSU Northridge (CAPI); Valley College; Pierce College; Mission College
SAT preparation	+	CSU Northridge (AVID)
PARENT INVOLVEMENT		
Orientation to program for parents	+	
Parents as volunteers		
College information for parents	+	Santa Monica City College; CSU Northridge (CAPI)
Parents as program designers or staff		
PERSONAL ENRICHMENT		
Leadership		
Arts and cultural activities		
Field trips	+	CSU Northridge (AVID); Valley College; Pierce College; Mission College
Speakers		CSU Northridge (AVID)
Peer component		
MENTORING		
Peer-based mentoring		
University and/or high school staff mentoring	+	
Volunteer mentoring		
Corporate / professional mentoring		
SCHOLARSHIPS		
Scholarships		

APPENDIX D

Data Sources for Monroe HS Information

Name of UCLA outreach program	Data source
EAOP (UCBound)	College counselor Mrs. Winingham, EAOP senior site coordinator Maria Wilcox
CityLab	UCLA Outreach Evaluation Occasional Report No. 3

Name of non-UCLA institution and program	Data source (all program directors or program staff, except for AVID)
Cal State Northridge, CAPI	Sandra Jackson, Dr. Lee
Cal State Northridge, AVID	Monroe HS Infoletter (March 2001), Gandara (2001)
Valley College, Early Admission / Early Start	Joel Trudgeon
Pierce Collge, EOP&S	Karen Pierce
Santa Monica City College outreach	Esther Hugo
Mission College, Jump Start Program	Clyde Gordon