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

Sandy Taut & Marvin C. Alkin

Occasional Report #9

Outreach Evaluation

OCCASIONAL REPORT SERIES

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

Sandy Taut & Marvin C. Alkin

OCCASIONAL REPORT #9

March, 2002

Outreach Evaluation Project
Marvin C. Alkin, Project Director
Tina Christie, Project Co-Director

Graduate School of Education and Information Studies

UCLA

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 Roosevelt 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 CBOP component (implemented at Roosevelt, for example) provides some services that are unique in that they are not replicated by other programs.

The activities of non-UCLA outreach programs fall into two main categories: (1) comprehensive programs similar to EAOP, e.g. Upward Bound, 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. 14).

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 (EAOP[1]) and the School University-Partnership (SUP[2]). 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: Roosevelt 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 Roosevelt 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 Roosevelt HS staff, the district superintendent, and UCLA EAOP staff providing services at Roosevelt.

---

[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 Roosevelt HS. Preceding the findings for Roosevelt (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] Roosevelt HS does not have an accessible webpage.

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 Roosevelt 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 Roosevelt 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.

A Title One, three-track senior high school, Roosevelt High School is located in East Los Angeles, in School District H. The school has about 4700 students of primarily Hispanic background (approximately 99%). About one third of the students (approximately 32 %) are considered English Learners. Student attendance is reported to be about 86 %. Roosevelt has 214 certificated teachers.

A total of twelve outreach programs are in operation at Roosevelt. UCLA supports five of these. EAOP offers two program components: CBOP (Career-Based Outreach Program) and UC Bound. Please see Appendix B for a more detailed overview of EAOP efforts at Roosevelt. Other UCLA programs include Interactive Multi-media Exercises (IMMEX) and Music Partnership (as identified by UCLA Outreach Evaluation Occasional Report No. 3), and Latinas Guiding Latinas, a student-initiated outreach program. The fifth program, Creating a College-going Culture, was just awarded funding, including support by the UC Los Angeles Basin Initiative (LABI). The following table summarizes the UCLA outreach programs at Roosevelt 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 (CBOP)	UC Office of the President	30 % of total of 700-800 students on EAOP roster	A whole spectrum of activities is offered by EAOP. For a complete detailing see additional table in Appendix B.	Once per week
EAOP (UCBound)	UC Office of the President	Remaining 70 % of the above		3 Bruin advisors (each 12 hours per week), 1 site advisor (once per week)
Latinas Guiding Latinas	Student Initiated Program, Community Programs Office	Latina students, K-12	School visits, parent nights, field trips	Twice each quarter for student event, 1-2 parent nights per quarter
IMMEX	School of Medicine	Students in K-12 and higher education	Providing software for problem-solving, supporting software integration in curricula	
Music Partnership	Music Department	Low income, inner city, minority youth	Musical training, academic enrichment in the arts	
Creating a College-going Culture	UC LABI and Roosevelt HS	120 9th graders, all GPA levels (majority 2.0-2.8)	"I'm going to college" action committee, parent information meetings, one-on-one career counseling, test prep, study skills workshop, campus visits	College counselor, 3 teachers and 1 teacher assistant are involved

In an attempt to provide more detailed information about the implementation of EAOP activities at Roosevelt, we used a questionnaire listing all the UCLA Outreach activities, i.e. EAOP as well as SUP activities. We asked the senior site coordinator to share his input concerning the stage of implementation of these activities and to comment on exactly what is happening at the site. Out of the total of 37 activities listed in the questionnaire, the senior site coordinator reported sixteen to be fully implemented, five somewhat implemented, and four not at all implemented. The rest of the items were answered with "don't know," although the senior site coordinator suspected that most of the "don't know" activities are in fact "not at all implemented," but he was not certain enough to choose the latter answer. 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, as well as their reported level of implementation and the senior site coordinator's comments for Roosevelt, please refer to Appendix B.

In addition to the questionnaire, we obtained from the EAOP data manager whatever quantitative data was available for Roosevelt. The data on program activity implementation seems to have been collected on a regular and reliable basis. For the year 2001, EAOP at Roosevelt HS delivered a total number of 1266 activities to students. From the 700 to 800 Roosevelt students who are on the EAOP roster, on average each student benefited from between one and two contacts or activities in the EAOP program in 2001.[10] Most of the students received academic counseling (477) and college application and essay preparation support (200). Students also participated in a large number of "other", unspecified services (326). These include follow-up encounter and delivery of invitation letters, for example. Ninety-six students were part of CBOP and 90 students benefited from standardized test preparation. Twenty-three parents are reported to have participated in parent activities; twenty-four students were part of the summer program, sixteen of the Saturday program.

Six non-UCLA institutions offer outreach services at Roosevelt HS: California State University Los Angeles, Santa Monica City College, Occidental College, East Los Angeles Community College,

---

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

[10] However, EAOP services are provided to any student who requests them, regardless of whether he or she is on the EAOP roster.

Los Angeles Trade Tech College, and the University of Southern California. [11] The following table summarizes the non-UCLA outreach programs at Roosevelt.[12]

---

[11] The East Los Angeles Cooperative Union (TELACU) also offers an outreach program at Roosevelt HS, called Talent Search, which is federally funded. Because TELACU is not an institution of higher education, the program is not included in this report (see definition of outreach programs for this study on p. 4).

[12] 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 Los Angeles	Outreach	Primarily seniors, also juniors	Helping with college applications generally, application workshops, presentations on California State University, campus tour	One person 2-3 x per week, 10-15 hours
California State University Los Angeles	CAPI (Collaborative Academic Preparation Initiative)	11 periods of junior and senior math and English, 5 participating teachers, 450 students	In-class tutoring in coordination with classroom teacher, faculty component	12 hours per week
Santa Monica City College	Outreach	Hispanic, otherwise no criteria	College classes held at HS, counselor provides orientation to college, application support (individuals, small groups, and classrooms), parent night, college fairs, community events	Once per week, 3-4 hours each time
Los Angeles Trade Tech College	Outreach	Starting 9th grade, underprivileged students	Help with applications, classroom presentations, offering intersession classes (while off-track)	One person once per week
Occidental College	Upward Bound	Starting 9th grade, disadvantaged students, participation at least 2 years, minimum GPA required	After-school tutoring, field trips, Saturday sessions, summer sessions	One tutor comes to school twice per week for 2 hours each time
East Los Angeles Community College (ELAC)	Outreach / Enrollment Center & Learning Assistance Center	All students	1) General outreach, including presentations, one-on-one support, parent night 2) Youth Opportunity Program, summer immersion program with 2-week course at UCLA 3) Rewarding youth achievement program, e.g. math/science career orientation and workshops, paid internships	One person once per week for 4 hours, other services offered on college campuses
University of Southern California	Health Careers Opportunity Program (in cooperation with ELAC)	Underrepresented, first generation students	Presentations about medical science careers	Once per month

Discussion

High school counselors

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).[13] 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).[14] It becomes apparent that EAOP at Roosevelt covers eleven out of a total of 24 activities that Gandara (2001) identified in outreach programs across the country. At Roosevelt, EAOP offers the Career-based Outreach Program (CBOP), which is unique in its content (see activities

---

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

[14] 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.

"peer component" and "peer-based mentoring" in Appendix C2). Another unique activity EAOP offers is "parent orientation to program" (also see Appendix C2). Only four activities (career advising, tutoring, college-based or college-level courses, and speakers) are not offered by UCLA's EAOP but by other institutions of higher education active at Roosevelt. The remaining nine activities are not offered by any institution.

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 Roosevelt. Instead, we intend to provide an idea of what EAOP does in order to present a complete picture of outreach activities at Roosevelt.

Non-UCLA Outreach

At Roosevelt, UCLA's EAOP program bears the most resemblance to the Upward Bound program implemented by Occidental College, which is more academically focused, serving eleven students at the school. However, Upward Bound does not include a parent component.

Our definition of outreach programs for this study necessarily makes the programs' goals and target populations similar. Nevertheless, 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 Roosevelt, the former programs include Upward Bound and Santa Monica City College outreach. Outreach done by East LA College (except Youth Opportunity and Rewarding Youth Achievement Programs), LA Trade Tech College, and general outreach by California State University Los Angeles typically falls into the latter category. Special cases are (1) the CAPI program (Collaborative Academic Preparation Initiative) by CSU Los Angeles, 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 health lectures and health career information by the University of Southern California (Medical School). 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]

In summary, a wide array of activities is offered by many programs, with considerable overlap. While certain activities, like those offered as part of UCLA's EAOP, are unique, no programs specialize in only one type of activity (except for USC's Medical School outreach). 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.

---

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

APPENDIX A1

Interview Protocol

College Counselors

<u>UCLA Outreach</u>

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

<u>Non-UCLA Outreach</u>

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 Roosevelt HS (information provided by Richard Andalon)*

Activity	Stage of implementation	Remarks
Saturday, additional period, or after-school intervention	Somewhat	SAT prep six Saturdays for juniors, after-school CBOP sessions every Monday with four fellows, application and financial aid workshops twice a year
Summer/intersession middle-to-high school bridge programs	Somewhat	UCLA boot camps: Roosevelt sends the largest number of students who come in from middle school. There are also some high school students participating.
Data teams	Not at all	
University field trips	Fully	Students take trips to UCLA campus as part of the Saturday academies (three times per year). Bruin advisors sign up high school students for trips to other universities as well.
Teachers serving as site coordinators at schools	Not at all	
UCLA parent project	Not at all	
Parent college information sessions	Fully	Meetings with parents: a) invited to school parent nights (3 x a year); b) invited to district-wide meetings and work with the bilingual parent & teacher association.
Connecting teachers with emeritus UCLA faculty	Not at all	Center X
Novice teacher observation and teaching	Fully	Center X
Resident teacher placements in partner schools	Fully	Center X

Advanced Placement Saturday academies	Somewhat	
Creating a college-going culture	Somewhat	Center X
Academic advising / planning	Fully	
Saturday academies	Fully	Students take trips to UCLA campus as part of the Saturday academies (3 x a year).
Study skills / learning system	Fully	
College is affordable / financial support	Fully	Financial aid workshops twice a year
Concurrent enrollment	Fully	
Informational outreach	Fully	Middle schools
Motivational / mentoring activities	Fully	
Summer academic boot camps	Fully	UCLA boot camps: Roosevelt sends the largest number of students who come in from middle school. There are also some high school students participating.
Service learning	Somewhat	
Test prep	Fully	SAT prep six Saturdays for juniors
Family / parent involvement	Fully	Meetings with parents: a) invited to school parent nights (3/year); b) invited to district-wide meetings and work with the bilingual parent & teacher association.
Tutorial assistance / referral	Fully	Bruin advisors (three part-time on site twice a week, one full-time on site once a week, Richard occasionally).
School site workshops	Fully	After-school CBOP sessions every Monday with four fellows

* Based on UCLA Outreach evaluation activities questionnaire, excluding all items with "don't know" responses

Summary Table of Non-UCLA Outreach Programs at Roosevelt 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 Los Angeles	Broad: help kids make it to college, provide info, help with applications Narrow: increase enrollment at CSULA	Assistance with applications / financial aid (one-on-one counseling), classroom presentations, campus tours	Primarily seniors eligible for CSU, some juniors, # of participants unknown	Student intern visits each school 10-15 hours per week
East LA College, general outreach	Encourage students to enroll in college, goal of enrollment at ELAC is secondary	Classroom presentations, individual info on career counseling, concurrent enrollment, help with applications, parent nights	All students at high schools where ELAC is active, # of participants not known	Representative spends 4 hours per week at schools
LA Trade Tech College	Information about LA Trade Tech, provide an alternative to students who "fall between the cracks" or who need a profession	Assistance with applications / financial aid (one-on-one counseling), classroom presentations, concurrent enrollment for off-track students	Anyone interested in LA Trade Tech, mostly low-income, ethnic minority, # of participants unknown	Student ambassador is at school once every week

Institution and name of program	Goals	Type of activity	Target population, # of participants	Who is on site and when?
East LA College, a) Youth Opportunity Program b) Rewarding Youth Achievement Program	a) Immerse students in university experience to increase motivation and confidence b) Increase enrollment at colleges (including ELAC)	a) Summer immersion program with two-week academic course while residing at UCLA b) One-week career orientation classes while residing at UCLA, focusing on math & sciences, medicine (through USC, see below) and career-oriented workshops (e.g. dentistry) on ELAC campus once or twice per month, 9th & 10th graders receive college workshops and paid internships	a) High-aspiration and well-performing students; 10 participants from Roosevelt b) Minority students who meet certain requirements (academic, behavioral, social); 35 participants from Roosevelt in one-week UCLA class, other # unknown	No on-site presence
CSU Los Angeles, CAPI	Reduce number of incoming freshmen who fail entrance exams (E & M) at CSU (now 60-70% from Roosevelt)	Individual and group tutoring in class, faculty component (teacher-faculty alliance)	11th and 12th grade classrooms are chosen based on need of improvement, willingness of cooperation by teacher, 450 students at Roosevelt	Student interns, each 12 hours per week at school
Occidental College, Upward Bound	Help target population become better students, graduate from HS and progress to post-secondary education	Participation is 3-4 years (minimum of 2 years), summer session on campus (5 weeks), Saturday sessions on campus (7-9 per term), winter retreat, tutoring 2 x per week for 2 hours	Low-income, disadvantaged, first generation students with some potential, 11 students at Roosevelt	Tutor visits school twice a week for 2 hours
University of Southern California, Medical School Program	Outreach and community service	Presentations at the school about possible careers in the medical sector, lectures / workshops on healthy lifestyles	Underrepresented, first generation minority students, # of participants varies	Once a month

Gandara (2001) Comparison Table

Activities from Gandara (2001)	UCLA	Other institutions of higher education
COUNSELING		
College & financial advising	+	Santa Monica City College; LA Trade Tech College; CSU LA; East LA College
Career advising		East LA College; USC Medical School
Assistance with forms & college application	+	Santa Monica City College; LA Trade Tech College; CSU LA; East LA College
Personal counseling		
ACADEMIC ENRICHMENT		
Summer program	+	East LA College; Occidental College
Tutoring		CSU LA (CAPI); Occidental College
College-based or college-level courses		Santa Monica City College; LA Trade Tech College; East LA College
High school or after-school academic preparation	+	Occidental College
Assessment		
SAT preparation	+	
PARENT INVOLVEMENT		
Orientation to program for parents	+	
Parents as volunteers		
College information for parents	+	Santa Monica City College; East LA College
Parents as program designers or staff		
PERSONAL ENRICHMENT		
Leadership		
Arts and cultural activities		
Field trips	+	CSU LA; East LA College; Occidental College
Speakers		USC Medical School
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 Roosevelt HS Information

Name of UCLA Outreach program	Data source
EAOP (CBOP & UCBound)	College counselor Mrs. Hultman, EAOP senior site coordinator Richard Andalon
Latinas Guiding Latinas	Richard Andalon, Nancy Ramirez (Latinas Guiding Latinas)
IMMEX	UCLA Outreach Evaluation Occasional Report No. 3
Music Partnership	UCLA Outreach Evaluation Occasional Report No. 3
Creating a College-going Culture	Richard Andalon, proposal made available by Ms. Silva (UCLABI)

Name of non-UCLA institution and program	Data source (all program directors or program staff)
Cal State LA, general outreach	Mr. Bachman
Cal State LA, CAPI	Mr. Bachman
Santa Monica City College outreach	Esther Hugo
L.A. Trade Tech College outreach	Patricia Westmoore
Occidental College, Upward Bound	Gilbert Acuna
East LA Community College outreach	Jon-Jon Stirrat, Marialena Yepes
University of Southern California, Health Careers Opportunity Program	Heather Keddy