



Maintaining Our Commitment Campus Outreach Thrives Despite Budget Cuts

Beginning in 1997, UCSB and other UC campuses received relatively substantial increases in state funding to support an array of outreach programs with K-12 schools. These programs are designed to increase the number of underrepresented students in universities and colleges, particularly at UC. UCSB has used its outreach funds to serve the educational needs of students and families along the Central Coast and in Kern County. These efforts have led to significant increases in the number of graduates from partnership schools who have enrolled at UCSB and other UC campuses over the past few years.

The recent economic challenges facing California have resulted in major reductions to the 2002-03 State Budget. These budget reductions will have a dramatic affect on several important outreach programs that serve schools throughout our region. For example, the budget for the School/University Partnership Program, which provides core support for those programs designed to promote and support a college-going culture in our partnership schools, has been reduced by 75%. The ArtsBridge program and the Subject Matter Projects budget have also been cut dramatically. The total reduction in this year's outreach and teacher professional development budget at UCSB

will exceed \$1 million, and it is possible that additional cuts will occur later this year when Governor Davis must find over \$750 million in additional funds to help address the growing state budget deficit.

Immediately after Governor Davis announced budget reductions to outreach programs in his May Revise of the State Budget, we began a campus-wide conversation about how our outreach programs could survive, even thrive, despite these reductions. With strong leadership from Chancellor Henry Yang, former Executive Vice Chancellor Ilene Nagel, and current

Acting Executive Vice Chancellor Gene Lucas as well as the Chancellor's Outreach Advisory Board and the Academic Senate, we have identified strategies that enable us to continue our campus' strong commitment to outreach despite reductions in state funding. Most significantly, Chancellor Yang has allocated temporary bridge funding to ensure that our outreach programs continue. This funding, with support from the UC Office of the President, has enabled us to retain our talented staff and to continue much of the programming that we planned to provide prior to the budget cuts.



Outreach Asst. Director Kelley Baeza (SUP), and Directors Tom Ostwald (SUP), Joseph Castro (COI), Phyllis Brady (MESA), and Britt Ortiz (EAOP) have much to smile about despite state budget cuts for 2002-2003.

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Director's Message

Joseph I. Castro, Executive Director, Campus Outreach Initiatives

The Fall is a time for new beginnings. So it is at UCSB with a new class of students arriving on campus. Among a class that is the most accomplished in our history are new graduates from partnership high schools in Santa Maria, Lompoc, Oxnard, Fillmore, and Santa Paula. I extend to them a very special welcome to UCSB. Their arrival represents one important outcome of the outreach we have engaged in with students, educators, and families in our partnership communities. However, our work is not complete, as we must provide encouragement and support to ensure that our students become UCSB graduates.

In a few weeks, we will invite the partnership school graduates enrolled at UCSB to a dinner meeting. At this meeting, we will welcome the newest students to UCSB and introduce them to continuing students and staff members who can help them get oriented to campus. We will also anoint them as "Partnership School Ambassadors" and encourage them to get involved in UCSB outreach programs at their former high schools. With their help, we are optimistic that many more partnership school graduates will enroll at UCSB in the future.

Speaking of new beginnings, UCSB is undergoing a transition in leadership of the Chancellor's Outreach Advisory Board (COAB). COAB is the policy and governing body of UCSB outreach. Under the leadership of Sociology Professor, Sarah Fenstermaker, and Education Professor, Manuel Casas, COAB was established in 1998 and included distinguished faculty from throughout the campus. With Sarah as chair, COAB played a leading role in shaping and strengthening campus outreach programs throughout our region. Sarah's energy, insights, and deep



personal commitment to outreach will be missed.

With unanimous support from COAB, we persuaded Mathematics Professor, Ken Millett, to accept Chancellor Yang's invitation to be chair. Ken is a world-renown mathematician and founding member of COAB with a long-standing involvement in outreach programs. Among his many activities, he is the director of the Community Teaching Fellowship in Math and Science Program and the California Alliance for Mathematics Program. Welcome, Ken!

This edition of Inside Outreach demonstrates our continued strong commitment to outreach, particularly in our partnership schools. I hope you find it useful. Happy Fall!. ❖❖❖

You can contact Joseph Castro at the Office of Campus Outreach Initiatives: (805) 893-3105, joe.castro@coi.ucsb.edu.

Inside Outreach is a product of the UCSB Office of Campus Outreach Initiatives and the Chancellor's Outreach Advisory Board (COAB) under the direction of Joseph I. Castro (Executive Director), Michelle Woodbridge (Evaluation Coordinator), and Veronica Carlos (Program Assistant).

Copies of **Inside Outreach** may be distributed freely. If you would like to contribute to future issues, or if you have suggestions for the mailing list, please contact:
Michelle Woodbridge, Evaluation Coordinator, Campus Outreach Initiatives
1503 South Hall, University of California, Santa Barbara, CA 93106
(805) 893-3105; Fax: (805) 893-3871; michelle.woodbridge@coi.ucsb.edu

*Campus Outreach
Initiatives Welcomes...*

UCSB Partnership High Schools

Incoming UCSB Freshmen
Fall 2002

Channel Islands High School

Danielle Carrasco Laboriante
Kenneth Longos
Maricris Santos Manalo
Deanna Jean Reyes Sarreal
Edgar Eduardo Serratos
Carolina Villalobos

Fillmore High School

Cynthia Berenice De La Rosa
Mayra Magana
Mirna Ramirez

Hueneme High School

Vanessa Marie Alvarez
Melissa Olague
Hektor Manuel Perez, Jr.
Michelle Angelic Perez
Antonio Reza, Jr.
Candee Terranova
Felipe Tolentino

Lompoc High School

Jennifer Elaine Martin
Tashaurie Rogers
Stephen Troy Villa, Jr.
Leeandra Micho Williams

Santa Maria High School

Yulma Hernandez
Alejandra Lopez
Lilia Reyes
Vivian Monique Rodriguez
Kevin Andrew Saddi
Alejandra Serrato

***Please note:
Students whose information was
designated as "Not for Release"
through the Admissions Office and
could not be contacted for permission
prior to publication do not appear.*

Student-Initiated
Outreach Program (SIOP)
Award Recipients
2002

AKANKE & Black Pioneers
Renaissance Organization
Campus visits and outreach program

American Society of
Mechanical Engineers
Introduce a Girl to Engineering Day

El Congreso
La Raza College Day

FOCUS
Orientation weekend outreach program

Gamma Zeta Alpha Fraternity
Gamma Outreach 2002

Hermanas Unidas
Making Educational Networks That
Open Roads (MENTOR) Program

Hermanos Unidos &
Sigma Alpha Zeta
3rd Annual Overnight Stay Program

Hmong Student Union
High School outreach visits, college
days, and tutoring

Los Ingenieros
Science and Technology Day

MESA Directiva de El Congreso
Ce Ollin: El Congreso Outreach
Program

Pacific Islander Student
Association
Outreach Film Festival and Luau

SIOP allocates funds to facilitate outreach projects by registered UCSB student organizations. Proposals are accepted 2 times each quarter. Applications are available at the Office of Student Life. For more information, contact:

De Acker, Director, Women's Center
University of California, Santa Barbara, CA 93106
(805) 893-3778; acker-d@sa.ucsb.edu

SIOP Profile: Los Ingenieros' Science and Technology Day

by Bob Cota, Los Ingenieros Advisor and Director, MESA Engineering Program

In the Spring of 2002, *Los Ingenieros*, UCSB's 2002 Student Organization of the Year, organized an exciting outreach event affectionately known as S&T Day. This year's event was the third annual event which targeted over 400 students in Santa Barbara and Ventura Counties. Many of the students are educationally underserved and for many, it was the first time visiting a major University campus.

S&T Day is a collaborative effort among a number of student organizations and outreach programs such as the MESA (Mathematics Engineering Science Achievement) Program, Early Academic Outreach Program, AVID, Cal SOAP, and Upward Bound. In addition, the Student Initiated Outreach Program (SIOP) and the College of Engineering helped to provide the support and venues to put on a wide variety of workshops such as RoboChallenge's Lego Robotics competitions, Fun with Chemistry, Physics Circus, Web Page Design, Computer Aided Design and many more.

S&T Day is intended to provide exposure to Math, Science, and Engineering and to provide the opportunity to showcase the enthusiasm, talent, discipline, and leadership of the many college students who volunteer their time and provide the high school, middle school, and elementary school with positive role models as math science and engineering college students. "This is probably the most powerful message we can send to our future scientist and engineers," says Bob Cota, Director of the MESA Engineering Program and Los Ingenieros advisor. "Many of the

presenters and volunteers come from the schools and communities the participants come from. *If I could do it, you*

can do it was echoed throughout."

Professor Matt Tirrell, Dean of the College of Engineering welcomed the students, and Ricardo Garcia, a UCSB Alumni and engineer from Raytheon, was the keynote speaker who gave an inspiring presentation at which he



Students enjoy their experiences during Los Ingenieros Science and Technology Day.

proudly displayed his Masters Degree in Engineering.

S&T Day was well organized and very effective in providing encouragement and exposure to higher education. Ariel Montoya, Chair of the S&T planning committee, thanked the various organizations, college students, staff, faculty, professional engineers and scientist who participated. After a full day of workshops, lego robotic competitions, chemistry demonstrations, and a lot of fun, teachers from the visiting schools reported that many of their students were still excited all the way home sharing with each other what they experienced. A good sign of success is when the students, teachers, and parents ask as they leave when next year's S&T Day will be. ❖❖❖

For more information, please contact Bob Cota, Director of MESA Engineering Program at the UCSB College of Engineering; (805) 893-4026; bcota@enr.ucsb.edu.

EAO Academic Services (AS) Offers Test Prep and Study Skills Assistance Fall and Winter 2002-2003

Academic Services (AS) is the academic development component of UCSB's Early Academic Outreach Program (EAOP). EAO staff who are part of AS provide a range of workshops, classes, tutoring, and special events appropriate to prepare EAO students for the high academic standards needed to enroll in the University of California. Working with EAO counselors at various high schools and middle schools, EAO academic site counselors offer a variety of test preparation and study skills efforts, including:

PSAT Follow-ups

These one-hour workshops guide 9th, 10th, or 11th graders through their PSAT score reports, pointing out their strengths while providing strategies for their weaknesses. Students are expected to gain more confidence and familiarity with SAT-type tests. This follow-up will also give some insight into SAT II writing challenges. *Available in January.*

SAT Workshops

These one- to two-hour presentations usually focus on specific elements of the SAT tests: General, Verbal or Math topics (or some combination of each). These workshops are offered to high school students in order to introduce them to the overall format and challenges of the tests and to provide them methods that they can comfortably use to prepare and practice on their own. *Available September through December.*

Tutoring

Individual tutoring is available to middle and high school students. Students in REACH classes in Santa Barbara and those in the Oxnard Unified School District can receive services provided by UCSB undergraduates and Oxnard College La Puente students. Tutoring takes place during REACH courses and after school hours. *Available in designated schools by October.*

SAT Classes

SAT classes include seven to ten sessions offered to high school students. The classes

are designed to prepare students to approach and perform on the SAT with extreme confidence and skill. Students are required to register for the SAT. *Available September through December.*

Study Skills Classes

The Study Skills Classes are five-lesson courses usually targeted to 9th, 10th, or 11th graders. The topics covered include Learning Styles, Notetaking, Reading Improvement, Time Management, and Writing. Upon completion of the class, students taking college prep courses are expected to increase their GPAs and become more competitive for college admission. *Available in December.*

Study Skill Presentations

These presentations are offered in flexible formats from 20 to 50 minutes in length for any grade level. Usually they are presented at the request of teachers who may be working on a particular assignment for reading, notetaking, writing, or general success skills. Students are expected to continue using the advice and skills learned, and they are encouraged to do so by visiting EAO after-school venues for studying and tutoring. *Available in December.*

SAT Integrated Curriculum

The SAT Integrated Curriculum is a combination of school course standards and college entrance exam performance requisites. EAO collaborates with teachers to assist with course content configured into SAT-type questions. Currently, this model is in effect at Fillmore and Hueneme High Schools. Preliminary results are very encouraging. ❖❖❖

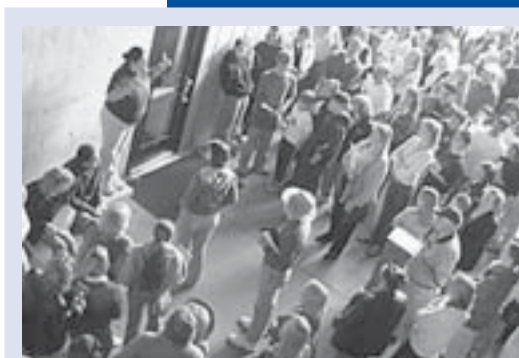
For more information, please contact Phil Lawson, EAOP Academic Development Programs Coordinator, at (805) 729-3254, lawson-p@sa.ucsb.edu; or visit the UCSB EAOP Web site at www.admit.ucsb.edu/EAOP.

Open House Events for Prospective UCSB Students

UCSB will host **Fall Preview**, our annual fall open house for prospective students, on Friday and Saturday, **October 18-19, 2002** from 9AM until 2PM in the Corwin Pavilion, University Center. Visitors will have the opportunity to meet with Admissions staff and to learn about UCSB's academics and student life. Admission Presentations will begin at 9AM, 11AM, and 1PM, and campus tours are available every hour beginning at 9AM, with the last tour departing at 3PM.

Prospective transfer students are encouraged to attend **Transfer Saturday on October 19** from 10AM to 1PM. The formal presentation begins at 10AM and includes admissions information, a student panel, and a campus tour.

Reservations are not required for groups of ten or less. Please call (805) 893-2487 for further information or visit the Visitor Center website at: <http://www.admit.ucsb.edu>. ❖❖❖



A campus tour gets underway at the UCSB Visitors Center

Extra! Extra! New Student EMailing List

Prospective students interested in receiving information about UCSB can now join our online mailing list. We have recently implemented a new computer system that will allow us to meet the many requests we receive from students to join our mailing list. Students can now visit www.admit.ucsb.edu/prospective and fill out our online form to receive mailings and email updates from our campus. Please be assured that we will not overwhelm students with unwanted mail or email. Our goal is to communicate relevant information about our campus and to send students reminders of important dates and deadlines that pertain to prospective students interested in UC Santa Barbara.

We are very interested in maintaining contact with school personnel and community agencies as well! Please feel free to email us at appinfo@sa.ucsb.edu if you would like to sign up for our email list. Include your name, title, school, mailing, and email address and we would be happy to add you to our contact list. Again, we promise not to overwhelm you with spam! Our goal is to provide you with information that would be helpful in advising students about our campus. ❖❖❖

Projecto Access 2002 Oxnard College/NASA/EAO/CTFMS by Mark Bates and Britt A. Ortiz

This year, UCSB EAO co-sponsored and hosted several summer academic enrichment academies for middle and high school students in Santa Barbara, Ventura, and Kern Counties. All of the EAO summer programs and academies provided students with the opportunity to engage in academic skill development through intensive subject matter learning models. The Junior Writing Academy, iQuest, Projecto Access, Youth Radio Project, YMCA Leadership Conference, Research Mentorship, Early Start, and Community College Dual Enrollment programs enhanced student skills in mathematics, science, writing, and leadership and increased dual enrollment at community colleges.

The largest of the UCSB EAO summer enrichment academies, *Projecto Access* enrolled over 220 middle and high school students from across Oxnard Unified, Hueneme, and Rio Mesa School Districts. The program targets qualified Oxnard middle school students for participation in a three-year long intensive curriculum in mathematics and science. First-year students master a core curriculum of Logic, Engineering, Computer Science, and Problem Solving, while second- and third-year students take a variety of courses including Physics, Probability and Statistics, Algebraic Structures, Advanced Computer Science with Java, Technical Writing, and Advanced Problem Solving. UCSB EAO Academic and Outreach Services staff provided various workshops. Information included: EAO Eligibility Criteria, A-G Requirements, Four Systems of Higher Education, and Financial Aid. A review of Study Skills and Learning Styles was presented, and parents were invited to a College Awareness Night sponsored by EAO.

Courses were taught by certificated teachers from throughout the region. The UCSB Community Teaching Fellowships in Math and Science (CTFMS) Program also provided student mentors from Oxnard College. *Projecto Access* students received academic support and mentoring from the CTFMS

college mentors while the mentors served as teaching assistants for instructors. Participants used college labs, attended college lectures, listened to guest speakers, and prepared for college-level studies during the program.

In addition to the accelerated curricula, *Projecto Access* focuses on experience with and exposure to scientific fields and careers. At Oxnard College, students have access to state-of-the-art laboratories, where they practiced the principles they learned in class. Off campus, they visited a number of companies, both public and private, where careers in science abound. Students and teachers took six trips this summer, including the Los Angeles Science Center, IMAX, and Zoo. Students also visited UC Santa Barbara, CSU Channel Islands, local museums, and the Point Mugu Naval Base.

Summer 2002 marked the third year of *Projecto Access* at Oxnard College, and just over 200 students completed the program. This year's class boasted 68% female participants, and 90% of the participants reflected the diverse, underrepresented communities that surround Oxnard College.

This early outreach model was originated by Dr. Manuel Berriozabal, a math professor at the University of Texas at San Antonio. His program, "TEXPrep," began in 1979, and it grew over 15 years to reach 900 students around the state each summer. In 1995, the National Aeronautics and Space Administration (NASA) took an interest in replicating the project nationwide, and in 2000, Oxnard College was chosen as the ninth program site outside of Texas to have a *Projecto Access*. In the summer of 2002, Dr. Berriozabal's program will impact approximately 2,500 students nationwide, most of whom reside in under-served and disadvantaged communities. ❖❖❖

For more information, please contact Mark Bates, Director of Projecto Access, at (805) 570-0592; or visit the EAO Web site at www.admit.ucsb.edu/EAO.

Robo-Challenge

UCSB Faculty Outreach Grant Program Builds Minds... and Robots!

Robo-Challenge is an educational program that uses LEGO Robotics to provide hands-on learning of engineering, applied science, and computer skills. The core of the program involves getting LEGO robotics materials into the hands of young, eager students so that they can learn advanced technology skills while engaged in complex robotic challenges.

Robo-Challenge participants have ranged from 3rd grade elementary students to high school seniors, across a region from Santa Paula to Santa Maria. The program rests on collaboration between students and teachers in schools, University staff, and engineering students enrolled at UCSB and local community colleges. More than 200 people participated in Robo-Challenge during the 2001-2002 school year. Robotics is for all ages. At several exciting events last year, elementary students' robots went head to head with university robots and sometimes even won!

The Leadership Team of Robo-Challenge includes Professor Brad Paden of UCSB's Mechanical and Environmental Engineering Department, UCSB MESA Engineering Program Director Bob Cota, and Luke Laurie, a science teacher in Santa Maria. Dr. Jason Bardis, a builder of BattleBots (as seen on the popular TV show), has also contributed greatly. The program could not exist without the teacher participants, who act as club advisors and mentors to their individual "Roboteams." At schools, teachers work with their students to provide them with challenges and to keep them informed of events. They guide and encourage their engineering creations and help them access the online resources.

Last year, created robots included Line Followers, Sumo Bots, Tug O' War Bots, and Drag Racers. In the coming year, several new challenges will be introduced. Digital Video and imagery has been used to archive

challenges and events so that they can exist for others to build upon. Many prototypes and examples are available on our Web site.

The program provides LEGO robotics materials, introductory training, student events, a Web site of resources, and an ongoing email discussion forum for collaboration. The funding provides for stipends, materials, transportation, and other necessary costs.

"Robo-Challenge is a good program because it helps students do and build things for themselves."

- Victor, 8th grade

Robo-Challenge rests on the philosophy of accelerating students rather than remediating them. RoboChallenge is one of many opportunities for

students to find intrinsic motivation to succeed. While some may find direction through sports, academics, clubs, or other activities, others will find that robotics is their niche if they are exposed to the field.

There are several intellectual modalities that are exercised in robot creation. Students need to learn programming, design, and mechanics to build a good robot. By bringing in students who have capable minds, who could use a creative, constructive outlet, we tap great potential. ❖❖❖

For more information about Robo-Challenge, visit the Web page at: homepage.mac.com/mrlaurie/robo/robochallenge.html; or contact Bob Cota or Luke Laurie at: bcota@engr.ucsb.edu; mrlaurie@yahoo.com.



Students test the strength of their Robot creations.

UCCP: Online to College

The UC College Prep Initiative (UCCP) is broadening access to UC campuses for hundreds of students throughout the state. UCCP assists high school students in becoming competitively eligible for college by offering online Advance Placement (AP) and Honors courses and online AP exam preparation free of charge.

High school administrators work with their UCCP Regional Coordinator to select the courses to offer on their campus and to address their individual needs. UCCP offers a wide variety from which to choose, including 14 AP courses and 4 Honors courses. Many schools are able to offer courses they would otherwise be unable to offer due to staffing shortages.

UCCP had a presence in most schools in Kern, San Luis Obispo, Santa Barbara, and Ventura counties during the 2001-2002 school year. One hundred and twenty-six students took online courses in Kern County; 47 students took courses in Ventura County, and 26 students from San Luis Obispo and Santa Barbara Counties combined participated. UCSB Partnership schools offering online courses include: Lompoc High School and Hueneme High School. In addition, Santa Paula High School offers online AP exam preparation. ❖❖❖

For more information, visit the UCCP website at <http://uccp.org> or contact Lourdes Guerrero, Regional Coordinator: (818) 909-2551; lourdesg@uccp.org.

The Sound of Unity UCSB Students Create Video

Under the guidance of Film Studies lecturer Kwame Braun, UCSB undergraduates have produced a video designed to encourage African American students to take a close look at the opportunities available at UCSB. The video, titled **"Many Voices, The Sound of Unity—Life at UCSB,"** was created entirely by undergraduates in the winter and spring of 2002.

The students on the project were entirely responsible for the content, organization, and progress of the project. According to Kwame Braun, "I advised and kept them focused, but everything else was up to them. We had a student producer and production manager, a student director, student cinematographers, sound recordists, editors, and so on. In addition to the hands-on experience of their individual tasks, they had an intense experience of collaboration, indispensable to a successful career in the film industry—indeed, in most careers and any industry." As an added benefit, students received course credit for the project.

The Chancellor's Outreach Advisory Board and the Office of Campus Outreach Initiatives funded the project. Feedback on the video has been overwhelmingly positive—so much so, that another video geared towards Chicano/Latino high school students will be produced this year. ❖❖❖

Youth Radio Project Continues to Make Waves

by Rebekah Waldron, UCSB Student and EAO REACH Tutor

This summer, Early Academic Outreach (EAO), the Academic's Senate's Center for Faculty Outreach (CFO), Upward Bound, and KCSB radio worked in collaboration to further develop the Youth Radio Project that was pioneered at San Marcos High School during the 2001-2002 school year. Due to the success of its pilot program, the project is continuing to make waves in the community by giving high school students, undergraduate instructors, and

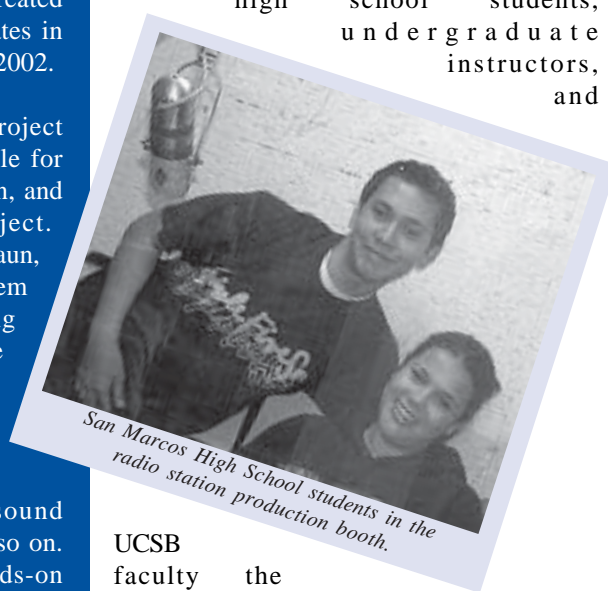
in a lesson on the media's role in the civil rights movement and learned from Monica Lopez, the News Director for KPFK, an independent news station in Los Angeles. In the following weeks, students took inspiration from these initial experiences as they addressed issues related to youth struggles, the impact of warfare, gender and sexuality, and community activism.

Students engaged in enthusiastic discussion of current events, culture, and media stereotypes, and they produced high quality work. As instructor Gloria Ross said, "I'm very proud that with just a little guidance, the students were able to analyze these issues from their own perspectives and draw their own conclusions about things that they see happening in today's society." Some of the most successful shows featured topics on affirmative action, child soldiers and US military recruitment, and masculinity and sports culture. Program segments and public service announcements recorded by the students have been replayed on KCSB programs.

All faculty and UCSB students involved in the Youth Radio Project are excited about the direction it has taken and look forward to future expansion. Karen Saiki, an undergraduate who has worked with the project since its inception, related, "I am continually astounded at the possibilities we keep discovering and at the opportunities for growth for both students and instructors. I can't wait to see how the coming year will unfold for this project."

Because of the positive student and teacher response to the program and the commitment of the EAO-CFO-Upward Bound-KCSB UCSB consortium, the Youth Radio Project will seek extramural funding to support the expansion of the program. Potential sources include: private foundations in the Santa Barbara area, UCSB Associated Students, and faculty-supported research projects. ❖❖❖

For more information about the Youth Radio Project, contact Scott Woodbridge: (805) 893-5439; woodbridge-s@sa.ucsb.edu.



San Marcos High School students in the radio station production booth.

UCSB faculty the opportunity to research and discuss critical issues and produce grassroots media.

The summer program was an intensive 5-week course offered as an elective or extra curricular activity for Upward Bound and REACH students. Each week, students researched and produced an hour-long public affairs radio show on KJUC (KCSB's training station). The primary purposes of the project were (1) to introduce historically underrepresented students to university resources, undergraduate role models, and university faculty, and (2) to engage these students in thinking critically about mainstream media.

The students experience began with a field trip to the Los Angeles Museum of Television and Radio Broadcasting. There they participated

MESA Makes Connections

For Academic Success

MESA (Mathematics, Engineering, Science Achievement) is about connections—sequential, lifelong, inter-generational connections. Through integrated MESA programs and other outreach services, first-generation college-bound students receive sustained academic support, interactive and applied activities, test preparation, college exploration, college application assistance, course guidance, leadership development, and career preparation in math, science, and engineering. MESA parents receive information and leadership guidance to become effective advocates for their children's academic success. Teachers who serve as MESA Advisors are offered professional development through MESA Advisors Training Institute (MATI), workshops, and links with UCSB research opportunities.

UCSB's MESA Center, in the Engineering Student Support Center, closely links the MESA Schools Program (MSP), which serves approximately 1,000 4th-12th graders in over 15 UCSB partnership and other schools in Santa Barbara and Ventura Counties, with the MESA Engineering Program (MEP), which serves approximately 135 undergraduates. MEP students work closely with MSP students and MESA teacher-advisors. They mentor college-hopefuls through Academic Excellence Workshops, MESA Day competition workshops, PSAT and SAT Prep workshops, tutoring, college tours and demos, and special events such as Rocket Launch at Vandenberg Air Force Base, MESA Day, Leadership Training, and Science and Technology Day.

Additionally, MESA students at both Allan Hancock Community College and Ventura College serve as presenters, judges, tutors, and activity facilitators. MESA connections continue after college when many MESA graduates reach out to younger students, serving as academic and professional role models. There is a strong UCSB MESA Engineering Program Alumni Association (MEPAA) that cultivates future engineers, scientists, and math-related professionals. Community and industry professionals also

provide support through speakers, industry tours, and scholarships. The Society of Hispanic Professional Engineers (SHPE) strongly supports MSP, including sponsoring Women in Science and Engineering (WISE) programs and resources.

MESA is connected through UCSB's Campus Outreach Initiatives with other outreach programs, such as Early Academic Outreach, School-University Partnerships, Cal-SOAP, ENLACE, Academic Senate Special Projects, and Student Initiated Outreach. MESA also works closely with Faculty Outreach Grant-supported programs such as ROBO-Challenge. UCSB student organizations, particularly Los Ingenieros, National Society of Black Engineers (NSBE), and Society of Women Engineers (SWE), provide direct assistance to MSP. In addition, school-site partners have joined with MSP for innovative programs like Santa Maria-Bonita's Migrant MESA Program and AVID/MESA classes.

MESA is unique in its rigorous academic approach and 'club-like' tradition. UCSB MSP Director Phyllis Brady says: "Students get so enthusiastic about building their balsawood bridges, competing for medals, earning academic incentives, and learning to be leaders, that they get carried up in the college-graduating wave. It's heartening to hear MESA alumni say, 'I loved MESA! I remember

Continued on page 9



MESA includes group projects that keep students intrigued with math, science, and engineering.

UCSB

Named One of Nation's HOTTEST Colleges

A recent *Newsweek* article named just 12 colleges throughout North America, including UCSB, as the "hottest schools" that offered excellent academics at more affordable prices. The list included big, small, public, private, urban, and rural schools such as Arizona State University, Boston College, George Washington University, Kenyon College (in Ohio), and McGill University (in Montreal, Canada).

The **University of California, Santa Barbara** was noted for its "glamorous location" and "increasingly impressive academic reputation." The article mentioned other UCSB campus accomplishments and accolades such as the three faculty members who have won Nobel Prizes, our engineering school's high national ranking, our Ph.D. physics program—which is one of the top 10 in the country—and our graduates of the film-studies program—who have been nominated for Academy Awards.

But competition for admission is getting fiercer, and *Newsweek* also described the recent increases in Freshmen applications. To read the entire article, visit: www.msnbc.com/news/797331.asp. ❖❖❖

More MESA

Continued from Page 8

making my rocket. MESA turned me on to college.”

Students, formerly considered educationally disadvantaged, combine their efforts with local MESA support for exhilarating successes, such as:

- Of high school seniors graduating from UCSB MSP in 2001, 83.5% took the SAT. Of these test-takers, 62.7% qualified for UC admission, the highest rate for California MESA students.
- The number of MESA students eligible for UC admission as 2001 freshmen increased by 86% from the 1999 rate.
- Of the UC-eligible students, 406 were from groups historically underrepresented in higher education, reflecting a 60% increase since 1999
- Over 80% of MESA high school graduates go on to attend college.
- UCSB MEP students graduate in engineering at the rate of over 70%, compared to only about 50% for non-MESA engineering students.

Multiple generations in the 31-year old MESA family helped make MESA a natural choice for two prestigious awards. MESA was named as one of the five most innovative public programs in the country by Innovations in American Government, and The Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. ❖❖❖

For more information, please visit the UCSB MESA Web site at: www.engineering.ucsb.edu/~mesa-msp/.

ENLACE y Avance Spotlight on Outreach to Latino Students and Parents

The ENLACE y Avance program at UCSB is launching a number of exciting initiatives in its second year to help Latino students to stay firmly on the path towards higher education. ENLACE y Avance, a Kellogg Foundation sponsored-initiative, is a regional outreach partnership that supports educational achievement and leadership among Latino students and parents in Santa Barbara, Oxnard and Ventura.

This year, the ENLACE project in Santa Barbara will focus on addressing the needs of its target students (ENLACE Scholars) and families in the community of Isla Vista. Specifically, ENLACE is working with Goleta Valley Junior High School staff and educators to provide the academic and mentorship services that ENLACE Scholars will need to succeed in the 7th grade. For 2002-03, twenty-five undergraduate students from UCSB and Santa Barbara City College were selected as new ENLACE Mentors. These Mentors will provide educational and informational support services to 7th grade students and parents living in the campus' neighboring community of Isla Vista. Mentors will undergo a rigorous training process during the fall quarter to prepare them for their role of working with parents and students. Each is required to enroll in a specially designed course, Sociology 194 (Professor Denise Segura), and to participate in a series of professional development workshops and activities throughout the academic year.

Most of the families that ENLACE Mentors will work with are Spanish-speaking, and many come from immigrant backgrounds or experiences. The training program for ENLACE Mentors will focus on the special needs of these students and their parents. In addition, Mentors will have the opportunity to learn about and to enhance this year's mentorship training. The ENLACE project is partnering with several campus outreach programs as well as community-based

organizations to help Mentors develop their mentoring and tutoring skills and learn about K-12 and university educational systems. Some of these partners include the Early Academic Outreach Program, Student Affairs, UCSB/IV Relations, Future Leaders of America, and the IV Teen Center among others.



Eugenia Ambrocio, Parent Outreach Coordinator, works directly with ENLACE parents, students, and mentors.

Outreach and support of Latino parents is an especially important part of the ENLACE focus and several activities this year will focus on parent outreach and advocacy across the ENLACE region. Integral to this effort was the hiring this spring of a Parent Outreach Coordinator, Eugenia Ambrocio, to work directly with families, students, and mentors. Other activities include the fall inauguration of a bilingual newsletter designed especially for ENLACE parents and the formation of an informal working group made up of several of the ENLACE partner organizations, including Santa Barbara, Oxnard, and Ventura community colleges. The goal of this group will be to coordinate activities and share resources that are designed to help parents develop knowledge about how to support their students educationally. ❖❖❖

For more information, please contact Eugenia Ambrocio at UCSB ENLACE:(805) 893-5248.

UCSB EAO Remains Committed to Central Valley

UCSB's commitment to students and their families in Kern County and the San Joaquin Valley has been growing steadily for the past five years. In collaboration with other higher education institutions and in concert with local community agencies, UCSB's Early Academic Outreach (EAO) program has broadened the scope of outreach and re-focused efforts to provide critical services where needed.

Of particular importance has been the partnership UCSB EAO developed with UC Merced (UCM). This September marked the first anniversary of the opening of the University Plaza building in downtown Bakersfield. Housed on the third floor are the offices of UCSB's EAO program and the outreach and academic development offices of UCM. Together this year, UCSB and UCM achieved substantial progress in organizing outreach initiatives for Kern County students. In June, UCSB and UCM jointly sponsored a successful three-week Writing Academy for over 40 Kern High School District and Wasco Unified School District students who will apply to four-year universities this fall.

This past year also saw UCSB EAO's Kern County office collaborate with Kern County Migrant Education to host a parent conference at UCSB for about 200 migrant parents and their children. In collaboration with the Kern Indian Education Center,

EAO conducted the first American Indian Family Day with approximately 75 American Indian parents and children in attendance, many of whom were from the Central Valley. Additionally EAO hosted 250 Kern County middle school students at UCSB for a Junior High Conference, and 200 academically high achieving African American students came to campus for a student empowerment conference. EAO Kern staff also participated in our first annual Camp College, a collaborative effort between the Bakersfield City School District, local and state higher education institutions, and local business. Over 1,300 Bakersfield parents and their middle and elementary school children attended.

As the new academic year begins, UCSB EAO is looking forward to continuing the successful collaborative efforts achieved in the past. Like many others, this year will bring budget shortfalls to our outreach mission, but our commitment to serve students and their families in Kern County remains strong. As collaborative endeavors both stretch dollars and cement bonds, extending our network with other programs will be task number one this year. ❖❖❖

For more information, contact Ronan Giffin-Murphy, EAO Kern County Regional Coordinator, at: giffin-murphy-r@sa.ucsb.edu, (805) 893-4408.

Project *La Patera* Aims to Improve Literacy

Project *La Patera* is a 3-year longitudinal study funded by the Office of Bilingual and Minority Affairs and the U.S. Department of Education. The project's aim is to investigate the effects of intensive reading instruction for Spanish-speaking students with significantly lower reading performances. This project, conducted in three Southern California school districts last year, included 377 students from 35 classrooms. It is a longitudinal study from kindergarten through 2nd grade.

La Patera is organized into two components: an Assessment/Intervention component and a Family Involvement component. *La Patera* designed and implemented an instructional model for high-risk students during Years 1-2 of the project. Following two years of intervention, student performance in the 3rd year will be re-assessed and analyzed for gains in English reading skills as compared to peers. The Family Involvement component focuses on providing parents with activities and strategies to increase involvement with their children as they learn to read. Through family newsletters, literacy nights, a bilingual Web site, and an instructional video, parents are informed of *La Patera's* activities, their children's progress,

and how to support successful reading at home. *La Patera* conducted surveys and focus groups with participating families during Years 1-2 to obtain more in-depth information about home literacy practices. During Year 3, the project will include home visits and a second version of the survey to assess change in literacy practices.

In the past two years, *La Patera* built strong collaborative ties with students, parents, teachers, principals, and superintendents. We will continue to extend these partnerships during and after Year 3 through ongoing research and school/community outreach. Project staff includes principle investigators Michael Gerber (Professor of Education) and Judy English (Researcher, Institute for Social, Behavioral, & Economic Research); graduate researchers Cara Richards, Jessica Villaruz, and Terese Jimenez; researchers Alexis Filippini and Jill Leafstedt, and a team of undergraduate assistants. ❖❖❖

For more information, please contact Judy English at: jenglish@education.ucsb.edu, (805) 893-5478.

UCSB to Host Puente Community College Conference

The Office of Admissions and Outreach Services is working with the Puente Southern California Regional Office and the Oxnard College Puente Program to coordinate the 2002 Puente Southern California Motivational Transfer Conference, to be held at UCSB's Corwin Pavilion on **Saturday, November 9, 2002.**

Six hundred educationally-disadvantaged California community college students and their counselors from 25 southern California Puente Programs will attend the conference. Motivational presentations and informational workshops, designed to prepare students for a future at the University of California, will be presented by UC outreach staff, faculty, and former Puente students.

Puente is a nationally recognized student development and outreach program jointly sponsored by the University of California and the California Community Colleges. For more information about the Puente Project, see the web site: www.puente.net/. For more information about the 2002 Puente Southern California Motivational Transfer Conference at UCSB, contact Susan Fauroat at 893-7209. ❖❖❖

New Puente Project at Allan Hancock College

The Puente (Spanish for "bridge") Project is beginning its first class at Allan Hancock College in Fall 2002. Puente is open to all students, and they are chosen to represent a variety of baseline academic performance levels. The Puente Project is co-sponsored by the University of California and the California Community Colleges. For over twenty years, Puente has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Its mission is to increase the number of such students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. Begun in 1981 at Chabot community college in Hayward, the program has since expanded to 36 high school and 54 community colleges statewide. The program at Allan Hancock is part of that expansion.

Puente trains school and college faculty to implement a program of rigorous instruction, focused academic counseling, and mentoring by members of the community. The program has benefited over 20,000 students directly and more than a quarter of a million indirectly through the extended impact of its staff training programs. In 1998, the program won the prestigious Innovations in American Government award, sponsored by the Ford Foundation, the Council on Excellence in Government, and Harvard University.

The Puente project brings together students, the University of California, and other four-year universities, counselors, community mentors from various professions, and instructors to offer full support to help students

throughout their academic careers. At Allan Hancock, the Puente English Instructor is Ms. Tina Nunez and the Counselor is Ms. Yvonne Teniente-Cuello. They, along with community mentors, will offer students a stimulating and supportive instructional program designed to build student confidence and ensure student success, both in their transfer to four-year colleges and in the workplace.

Both Ms. Nunez and Ms. Teniente-Cuello hail from Santa Maria and are very excited at offering a program that meets their student's needs. Ms Teniente-Cuello is a

former student at Allan Hancock College and, as a first-generation student, understands very well the importance of the counselor-teacher-mentor relationship in the transfer process. With its proximity to UC Santa Barbara, we are looking forward to helping the new Puentistas realize their dreams of transferring, either here or to another UC Campus and beyond. ❖❖❖

If you would like to be a mentor or need more information on the Allan Hancock Puente Project, please contact: Ms. Yvonne Teniente-Cuello, (805) 922-6966 ext. 336, yteniente@hancock.cc.ca.us or Ms. Tina Nunez, (805) 922-6966 ext. 3775, tunez@hancock.cc.ca.us.



For more information about the Puente Program, visit the Web site at: www.puente.net

Oxnard Schools Reform Program: Test Scores Rise

By Janet Chrispeels, Director California Center for Effective Schools
Gevirtz Graduate School of Education

The Effective Schools Partnership continues to make advances in the Oxnard Elementary School District. UCSB's Gevirtz Graduate School of Education's Center for Effective Schools is working in partnership with Oxnard administrators, teachers, and staff in 10 schools to improve student achievement, and the work is paying off.

Since beginning two years ago, schools involved intensively in the project achieved an average gain of 59 points on the Academic Performance Index (API, *see note below*).* This gain is twice that of non-participating elementary schools in the same district.

"The professional development provided by the Effective Schools/Oxnard District Partnership has been critical in improving our students' learning."

- Richard Duarte,
Oxnard District Superintendent

In April 2000, the Gevirtz School and the Oxnard School District formed the **Effective Schools Partnership** to establish a comprehensive school reform program designed to improve student performance. With funding from the UCSB Faculty Outreach Grant Program and private businesses, the partnership is strengthening teaching and learning at all levels: district, school, and classroom. This school reform effort is based on seven principles that have been derived from extensive research and empirical investigations. In order to improve the quality and depth of student learning, Effective Schools emphasizes developing leadership at the district level and at individual schools, as

well as redesigning curriculum, instruction, and assessment to align with state content standards. A key component of the process is helping teachers and administrators use "best practices" based on research. By focusing on high expectations for student performance, frequent monitoring of student progress, and strong collaboration between home and school, the Center is developing a positive school culture of high aspirations.

Just as important as the higher API scores is the growing sense among teachers that collaboration with their colleagues enables them to improve student learning and that the overall project goal of preparing under-served students for college can be achieved. Crucial in the process of effecting change is the allotment of one of a teacher's most precious resources: time. "Guest teachers" are brought in to present lessons to students while teachers meet in grade-level groups to develop curriculum maps, examine student work, and explore strategies to improve instruction.

"The professional development teachers are engaged in is really proving to be a worthwhile process. Teachers are sharing with each other and gaining ideas. It breaks down the isolation that is sometimes a part of a teacher's life," says Asst. Superintendent Dr. Connie Sharp.

Superintendent Richard Duarte and other district leaders are committed to the Effective Schools process and have created a climate that provides teachers the opportunity to collaborate on strategies, instructional standards, and other projects aimed at raising the bar of achievement. ❖❖❖

For more information, please visit the California Center for Effective Schools Web site at: <http://effectiveschools.education.ucsb.edu>.

The Seven Effective Schools Correlates

Effective Schools (*see article at left*) provides a framework for reform based on seven guiding principles, or correlates, derived from empirical investigations and case studies of school success. These correlates include:

- A safe and orderly environment for learning
- A clearly stated mission focused on learning
- Instructional leadership
- Uncompromising commitment to high expectations
- Frequent monitoring of student progress
- Coherent classroom opportunities to learn
- Strong home-school collaboration and communication

API

* The **Academic Performance Index** (API) is the cornerstone of California's Public Schools Accountability Act. The purpose of the API is to measure the academic performance and progress of schools. It is a numeric index that ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. The 2001 API established a baseline for a school's academic performance and sets an annual target for growth. The 2001 API included results of two tests that are part of the Standardized Testing and Reporting (STAR) program: the *Stanford 9* and the *California Standards Test in English Language Arts*. The 2002 API added another test for elementary schools: the *California Standards Test in Mathematics*.

California
Subject
Matter
Projects

Sheridan Blau
Director,
South Coast Writing Project

Tom Ostwald & Chip Fenega
Directors,
South Coast Science Project

Margaret Rose
Director,
California History-Social Science Project

Julian Weissglass, Maria Guzman,
& Nancy Terman
Directors, Tri-County Math Project,
Project RENEW

Maintaining the Commitment
SCWriP and IIMPac

By Rosemary Cabe and Harvey Green, IIMPac Coordinators

The South Coast Writing Project has been committed to working with teachers in our service area for more than 20 years. Our goal is to provide meaningful, authentic staff development programs on various aspects of literacy education. In the past, we were in the position of responding to district- or school-funded requests for in-service programs. As a result of the UCSB Faculty Outreach Grant first received two years ago, our writing project has been able to design on-going, year-long staff development programs that promote teacher reflection and analysis of instruction in partnership schools. The grant has enabled us to approach schools and districts with comprehensive programs which we know, from our extensive experience in the field of teaching literacy, will have a major impact on teachers' practice.

For the past two years, our IIMPac project (*Inservice, Inquiry, Modeling Practice and Coaching*) has focused on three middle and two high schools in Lompoc and Santa Maria

As a result of participant teachers' enthusiastic responses, our IIMPac model has been implemented at La Cumbre Middle School in Santa Barbara and two middle schools in Ventura County: RJ Frank and Ocean View, (with negotiations in process to include Fillmore Middle School and E. O. Green Jr. High

in the coming school year.) Aspects of the IIMPac model are also being incorporated at partnership Santa Paula, Fillmore, and Hueneme High Schools for the 2002-03 school year. The program in Ventura County has been made possible through a partnership with the Ventura County Office of Education.

The strong conviction underlying our work with teachers is that for staff development to

be meaningful, it needs to be carried on throughout the school year. Of equal importance are the beliefs that strategies need to reach into classrooms with demonstration lessons, student work needs to be a focus for investigation and inquiry, and staff development needs to promote teacher reflection on practice by creating a culture of supportive teamwork. Previously, an in-service program that incorporated all these elements at one time was not financially feasible. It was through the support of the UCSB Faculty Outreach Grant that we were able to create, promote, and deliver this type of an alternative to business-as-usual, and as a result, we are receiving numerous requests for similar types of in-depth staff development programs for the coming year. A focus on student work has been accepted as a necessary component of an inservice program, and an increased number of teachers have opened their classrooms for the purpose of supporting the concept of demonstration lessons to share strategies with their colleagues. We are encouraged by the observation that a culture of teacher isolation, which historically has permeated many school sites is currently being replaced by a culture of teacher collaboration.

This past year we shared our process in developing and refining our IIMPac model with teachers at the spring meeting of the California Writing Project. In November, we will present our IIMPac work at the National Writing Project annual meeting in Atlanta. As educators we all share a very real concern with finding ways to improve the educational opportunities available for our nation's children. We are grateful for the opportunity to be involved in work that honors teachers' knowledge and experience, and operates on the belief that working together in the spirit of collaboration we can find solutions for the many problems facing us daily in the classrooms of America. ❖❖❖

For more information about SCWriP or IIMPac, contact Rosemary Cabe at (805) 893-5023; rcabe@education.ucsb.edu.



An IIMPac group shares their ideas and expertise.

Teachers Get Mathematized

Professional Development Institute in Santa Paula Draws Rave Reviews

Ventura County and Santa Barbara County 3rd - 6th grade teachers recently participated in a two-week California Mathematics Professional Development Institute on July 29 - August 9, 2002. At the Institute, held at Isbell Middle School in Santa Paula, participants experienced the difference between traditional school *mathematics* and *mathematizing*.

While mathematics is traditionally thought of as basic rote memorization of facts and algorithms explained by the teacher, mathematizing

involves introducing a rich, truly problematic situation that is real to the student, one that allows them to generate and explore mathematical ideas and develop tools for thought. Mathematizing engages and

teacher commented, "What I first thought was guessing, became noticeable patterns. I think we surprised ourselves. An exhausting, memorable, productive, fun day!"

Bill Jacob, Professor of Mathematics at UC Santa Barbara; Marsha de la O, 3rd grade teacher at Glen City School in Santa Paula;

and Kelley Baeza, Assistant Director of School-University Partnerships (SUP) at the Gevirtz Graduate School of Education at UC Santa Barbara co-directed the Institute focusing on in-depth learning and

"Eye opening. I am amazed at how many strategies there are for problem solving... I am so set in my way of interpreting math, that I try to impose my system on my students."

- Teacher Participant

investigation of number sense through professional development material created by Cathy Fosnot (City College of New York) and Martin Dolk (Freudenthal Institute of The Netherlands). Other focus points included English Language Learner (ELL) issues and strategies, local, state and national issues on mathematics education and their implication for the classroom; as well as strategies for meeting the California Math Content Standards. The participants will meet four times during the academic school year to continue their work. ❖❖❖

For more information, contact SUP Assistant Director Kelley Baeza at (805) 893-5663, kelly@education.ucsb.edu.



Mathematized teachers engage in puzzling mathematic experiences at the Institute.

intrigues the student, encourages them to be willing to appreciate puzzlement and to ask questions, and invites them to explore their world through a mathematical lens. One participant wrote, "What a great context in which to learn. The institute did a good job of putting theory into practice; posing a mathematical situation, having us work through it in groups, congress, etc... we need to do more of this in our classrooms." Another



Maria Guzman, Institute Instructor, poses mathematical situations for Institute participants.

Community Library and Resource GUIDE

For Local K-12 Teachers

The Gold Coast Library Network, with support from the UCSB Chancellor's Outreach Advisory Board (COAB) and the Office of Campus Outreach Initiatives, is pleased to announce the release of their *Community Resource Guide for K-12 Teachers in San Luis Obispo, Santa Barbara, and Ventura Counties*.

This 50-page guide available for every teacher in these local districts features information about local libraries, museums, historical sites, environmental centers, and educational partnerships. The guide gives teachers information about local organizations that can provide curriculum-related materials, classroom activities, and teacher/student programs and services. One teacher remarked, "This guide is not only informative for my classroom, but it's useful for my own personal life. I've found lots of information helpful to my family and friends."

The Community Resource Guide, which was initiated and supported by UCSB Librarian Sarah Pritchard, is scheduled for wide distribution in mid-October, 2002. ❖❖❖

For more information or to receive copies of the guide, please contact Campus Outreach Initiatives: (805) 893-3105.

Project RENEW

Supports Math Teachers

Project RENEW: Leadership for Excellence and Renewal in Mathematics Education is now in its 2nd year of operation. The goal of this National Science Foundation-funded project is to develop and implement a model for retaining competent beginning and experienced K-12 teachers in the profession while increasing their ability to teach mathematics effectively.

During this past summer, RENEW hosted institutes for beginning teachers at the UCSB campus and in five Oxnard-area school districts. Activities planned for the 2002-2003 academic year include mathematics professional development for teachers, mathematics seminars for administrators, and math workshops for classroom aides and substitute teachers.

Participating districts include Fillmore Unified, Goleta Union, Oxnard Elementary, Oxnard Union High, Rio, Santa Paula Elementary, Simi Valley Unified, and Westside Union. Each district has a leadership team of experienced teachers who work with new teachers in their first five years of teaching. These teams participate in a 3-year mathematics leadership development program conducted by the Project RENEW leadership team. ❖❖❖

For more information, contact Nancy Terman at (805) 893-3190, terman@education.ucsb.edu or visit the website at <http://renew.education.ucsb.edu>.

Tri-Counties Math Project Continues to Serve

Wow, what a summer! TCMP held five mathematics institutes for 110 K-12 teachers. Two institutes were focused on Algebra, one on the development of Number Sense, one on mathematics for high school teachers, and another on leadership development.

All the institutes exposed the teachers to rigorous, accessible, and challenging mathematics with a focus on strategies for teaching English Language Learners and related issues. Effective classroom teaching strategies were modeled. One institute titled "Meeting the Challenge," focused on the development of leadership skills in mathematics education. In addition to learning mathematics and discussing relevant educational issues, participants made presentations to the group to enhance their skills and knowledge. The use of support groups, personal experience panels, and dyads provided structure to build confidence. The goal of this institute was to increase teachers' abilities to help other teachers effectively implement their mathematics curriculum.

During the 2002-03 academic year each institute will hold 40 hours of meetings to help teachers continue to grow in their understanding of

mathematics content, their learning about classroom and ELL strategies, and to be refreshed and renewed by receiving support from their colleagues.

We are also looking forward to conducting "Textbook Adoption" institutes (AB 466) with districts that have contracted with us to be their providers. This new model seems to be the mode of future funding for all math projects due to the state's reallocation of funds.

Last year TCMP worked with parents to increase their mathematical knowledge and develop strategies for supporting their child's mathematics learning at home. This year we will continue this work but with an emphasis on developing the leadership skills so that participants can conduct Math nights for other parents at their school. TCMP looks forward to supporting School University Partnerships by attending mathematics articulation meetings, conducting workshops, and serving as a resource to schools and districts in our region. ❖❖❖

Districts who would like more information or to contract with TCMP to conduct AB 466 institutes should contact Maria Guzman at (805) 893-8355 or guzmanm@education.ucsb.edu.

Science Project Summer Institute 2002

The South Coast Science Project held its 13th summer institute in July 2002, with a focus on serving middle and high school teachers from UCSB partnership schools. During the 3-week institute, about 20 teachers studied and shared information on Earth Science and Evolution. UCSB faculty and visiting experts made presentations on early man, evolution of parasitic birds, development of flying dinosaurs, fossils of early life-forms, extinctions and development of new species, Chumash culture, and other topics. Teachers also developed and presented lessons on various topics for their students such as the periods of earth history, biological evolution, measurement of atmospheric aerosols, earth topography, fossil bones, and geology. The institute also addressed issues of second

language students and how to teach science in engaging and effective ways while meeting the State Standards. In-class and statewide assessment systems were discussed as well as their value in guiding instruction.

The Institute will be followed up with meetings during the year at UCSB as well as shorter professional development programs with entire science faculties at partnership schools. Along with the other California Subject Matter Projects, these activities are aimed at the core issue of teacher content and pedagogical knowledge when teaching in a highly diverse school setting. ❖❖❖

For more information, visit the state web site at: <http://csmf.ucop.edu/csp> or call us directly at (805) 893-3355.

Technology in the History-Social Science Classroom

CH-SSP Summer Institute August 5-9, 2002

The California History-Social Science Project (CH-SSP) hosted its third institute, "Technology in the History-Social Science Classroom." Twenty-six K-12 educators from Santa Barbara and Ventura counties participated in the one-week program held from August 5-9 at the McCune Conference Room located at the Interdisciplinary Humanities Center and the HSSB computer lab on the UCSB campus.

Teachers viewed Powerpoint presentations on "Technology in the Ancient World" by Hal Drake and "Lessons from the Diary of Anne Frank" by Harold Marcuse both of the UCSB History Department. Under the guidance of veteran CH-SSP teacher facilitators, participants also gained hands-on experience in the computer lab developing skills on a digital scanner, Powerpoint, Internet searching, Backflip, Teacherweb, and Filamentality.

The last day of the program featured brief Powerpoint presentations developed by eight of the K-12 participants in the one-week program. Ventura Kindergarten teacher Lindsay McArthur shared her lesson "Where Families Live." Robert Rodríguez demonstrated "Dolores Huerta: An Unsung Hero," a

presentation he developed for his second grade students at Glen City School. A teacher from Leonora Fillmore School in Lompoc, Linda Hogan, introduced participants to "My Personal Timeline," a work she researched for her third graders. Fourth grade educator, Audrey Hill, from El Rio School in Oxnard created "Rancho Fiesta" especially tailored for her English Language Learners during her residence in the August program. Hathaway

fifth grade teacher Leticia Rizo designed a lesson on Native American Tribes. Her sixth grade colleague, Linda Bell produced "Who was the Real Pocahontas?" incorporating various depictions of this historical figure in her Powerpoint lesson. Oxnard teacher Maritza Avila developed "Abolitionism: Different Paths" for her eighth grade students at Blackstock School. Finally, Santa Paula High School teacher Paul

Tonello shared "The Versailles Treaty: Precursor to Nazi Germany and WWI" with his K-12 colleagues.

Institute teachers will also have the opportunity (pending legislative authorization) to return to campus to view the technological lessons of fourteen of their colleagues who will be field testing their Powerpoint presentations with their students during the fall and winter. Educators from McKevee, Blanchard, and Grace Thille Schools in Santa Paula, Rio del Norte, Williams, Rose Avenue, and Channel Islands High School in Oxnard, and Isla Vista in Santa Barbara look forward to reporting the reactions of their students at future follow-up meetings.

Teachers readily agreed that their students will benefit from the new ways to implement technology into the curricula, they also left the program enthusiastic about the benefits of personal growth. "When I go back to school this September I will take with me many new skills to share with my students," wrote one Oxnard teacher. "In addition to a well-developed and thoughtful lesson, I have renewed excitement about teaching which is sure to ignite my students' passion for learning. This experience has been extremely enriching." ❖❖❖

For more information about CH-SSP programs, contact Margaret Rose, Co-Director CH-SSP, UCSB Interdisciplinary Humanities Center, Santa Barbara, CA, 93106, (805) 893-7269, rose@ihc.ucsb.edu.

"I am amazed at how much I have learned this week. I feel that not only do I have a better handle on the [History-Social Science] Standards, but I also have very effective ways to teach them. I also feel that I'm going back to my classroom with a lot of tools and ideas."

- Teacher Participant



Teacher participants in the CH-SSP Technology Institute gain hands-on experience in a UCSB computer lab.

Beyond The Classroom

Science Instruction and
Literacy Development

by Cathy Pine,
MRL Education Programs

Beyond the Classroom (BTC) is an education program sponsored by the National Science Foundation and UCSB's Materials Research Laboratory (MRL). Its focus is to support technology integration in science education in order to enhance students' skills in scientific investigation and the English language.

During this 3-year program, eighteen teachers are developing and testing science lessons and projects designed to address California State standards in science, language arts, and technology. Their students, who are drawn from all school levels in Santa Barbara and Ventura Counties, are successfully creating a variety of technology-based work such as: an interactive periodic table of the elements, PowerPoint presentations on human genetic diseases, and digital video public service announcements.

Participating teachers attend a 2-week Summer Institute and several Follow-Up Days per year. A program listserv allows them to stay connected and share ideas and support between group meetings.



For more information, visit the Web site at <http://btc.mrl.ucsb.edu> or contact Cathy Pine at: (805) 893-7928, pineck@mrl.ucsb.edu.

Teachers "Speak Out"

At California History-Social Science Project Summer Institute

From July 8 - 26, the Interdisciplinary Humanities Center was transformed into an educational laboratory for the 30 teachers, (many from our partnership schools), and nine UCSB faculty who participated in the 6th professional development institute sponsored by the *California History-Social Science Project* (CH-SSP). The theme of the 3-week program was, "Speaking Out: Individuals, Ideas, and Images in History."

Teachers participated in a wide variety of presentations reflecting the theme, from "The Trial of Socrates," by Hal Drake and "Veiling in the Middle East as Political Speech," by Steve Humphreys, to "Voices from the Margins: The Mexican/Chicano Migrant Experience in Music, Art, and Literature," by María Herrera-Sobek.

In addition, teachers conducted research for their own projects. They toured the Special Collections Department at Davidson Library to locate primary sources for their lesson plans. "I found that working with primary sources helps to create great interest and anticipation for studying history," noted Robert Rodríguez, a teacher at Glen City in Santa Paula. "I know this because of the feeling I got when I held an actual bill of sale for a slave. I also got to hold a soldier's hat from the Civil War. Primary sources will be very valuable to my students because they are almost exclusively English Language Learners."

Participants will be sharing their work with their colleagues and students at their schools. Casey Brooks and Tom Garrard will demonstrate their work on "In Defense of the Truth: Galileo Speaks Out Against the Teachings of the Church" and "A Tear for Those Who Gave Their All: The Lives of the Individual Soldier in Vietnam," respectively, at Lompoc High School. Santa Paula teachers Carol Larmon and Cheryl Williamson will present findings on "Images of Progress: Oil

in Santa Paula" and "Families Make a Community" to their 2nd graders at Barbara Webster School. Hueneme High School educator Shirley White will share research on "Mohandas Gandhi Speaks Out for Non-Violence in the Indian Nationalist Independence Movement" with her 10th



Participants at the CH-SSP Summer Institute enjoy a field trip excursion.

graders. Her colleague, Dominic Treviño, will share with his students his observations on Human Rights.

Institute teachers are looking forward to returning to UCSB for academic year follow-ups to observe the work of colleagues. If funding is approved by the state legislature, teachers from Isla Vista, Williams School, and El Descanso will have the opportunity to disseminate their lesson plans to their CH-SSP colleagues and obtain feedback.

In addition to the opportunity to develop new curricula, participants received a \$1,500 stipend. Many teachers are excited about informing their colleagues about the professional programs at UCSB. Noted one enthusiastic participant, "This summer experience at this particular institute has been the most influential in my teaching career. I only hope the program will be able to continue in the future, so it may spur others in their own way further down the road." ❖❖❖

For more information, contact Margaret Rose, Co-director, at: (805) 893-7269, rose@ihc.ucsb.edu.

SUPer Efforts to Sustain SUP

School/University Partnerships will be continuing its work across all critical aspects of school change by providing professional development opportunities for teachers, supportive of the long-term goal of increased numbers of students graduating UC-eligible. Although the 2002-03 systemwide budget was reduced by 75%, SUP will be using its very limited funds to organize and provide services, especially content-area professional development in math, science, language arts, history, technology and reading across the curriculum. The program will also be working to make critical connections between schools and other service providers such as county offices, community-based organizations, and foundations to secure additional money so that schools will be able to continue moving forward toward positive reform.

Due to the funding situation, SUP will target times of the year when teachers are paid by their districts to work on “pupil-free” days. For example, a team of teacher-leaders will provide workshops on “reading and writing in the content areas” in Fillmore and Santa Paula during their preparation week. Also, SUP administrators believe that new state and federal funds that are awarded directly to the district will allow SUP to charge fees for some of these activities to support it as a self-sustaining organization. SUP will also be continuing their support, in partnership with Early Academic Outreach (EAO), of the partnership school site coordinators. Site coordinators provide UC information and advisement directly to students on campus of our six partnership high schools in Santa Barbara and Ventura counties. ❖❖❖

For more information about SUP, contact Director Tom Ostwald or Assistant Director Kelley Baeza at (805) 893-5663; tom@education.ucsb.edu; kelly@education.ucsb.edu.

Academic Writing Project Expands to Santa Maria and Lompoc in 2002-2003

The Academic Writing Partnership, which began in Winter 2000 under the joint auspices of the UCSB Writing Program, School-University Partnerships, and the South Coast Writing Project (SCWriP), is gearing up for the 2002-2003 school year with funding from a Faculty Outreach Grant.

For the past four academic quarters, Writing Program lecturers and SCWriP fellows Ilene Miele and Heather Horn have visited UCSB’s Ventura County partner high schools weekly to consult with teachers on academic writing assignments, co-teach lessons, and present workshops on the writing skills necessary for success at the university. Last year, over 900 students at Channel Islands, Hueneme, Santa Paula, and Fillmore High Schools took a diagnostic version of UC’s composition placement test, the Subject A Exam, following presentations by Ms. Miele and Dr. Horn.

The Academic Writing Partnership aims to connect partner high school teachers and their

students to the university and to university writing: promoting articulation between high school and college teachers, exposing high school students to the expectations for writing at the university, and helping them to see themselves as future university students.

This year, Ms. Miele and Dr. Horn will expand other aspects of the program, including visits by high school faculty to observe UCSB Writing Program courses, presentations by UCSB students at the partner schools, letter exchanges between UCSB and partner school students, and the teaching of joint assignments in university and high school classrooms. In addition, the Writing Program will continue its partnership with SCWriP, which will provide funding to expand the Academic Writing Partnership to UCSB’s partner high schools in Santa Barbara County, Lompoc, and Santa Maria. ❖❖❖

For more information, contact Heather Horn at horn@writing.ucsb.edu or Ilene Miele at miele@writing.ucsb.edu.

Commitment to Outreach

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While we have managed to take immediate steps to protect our outreach programs during 2002-03, we know that a new strategy is necessary to maintain our commitment to outreach in 2003-04 and beyond. Our outreach programs will need to rely less on state funding and more on funding from the federal government, private companies and foundations, our own campus and, when possible, from the schools themselves to support our most effective programs.

Our campus took an important first step in August when we submitted a proposal to the California Department of Education to become a provider of supplemental services for selected schools that receive *No Child Left Behind* federal funding. We will also need to work smarter and more collaboratively on our campus and with other higher educational institutions and community-based organizations that share our commitment to creating and sustaining a college-going culture in our local schools. Finally, we will need to use our growing capacity to evaluate the effectiveness of our outreach programs to guide decisions about future allocation of funds and effort.

Despite the challenges we face this year and the uncertainty about how we will fund our

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Kids in Nature (KIN)

The Kids In Nature program (KIN) was created through a partnership between Sedgwick Reserve (one of UCSB's seven natural areas managed by the Natural Reserve System) and the UCSB Museum of Systematics and Ecology to serve underrepresented elementary students in the surrounding Santa Barbara school districts.

Through the year-long coordination of classroom learning, field trips, computer simulations, and museum visits, 4th-6th grade students learn the content and practices of botany and restoration ecology. Students, in groups of five to seven are faced with the goal of restoring a 25 m² plot to its native state. This challenge is met through planting native plants and helping them to survive and become self-sustaining. At the same time, students conduct scientific research on their plots. They measure their plants, compute growth rates, discuss and justify explanations for differences in growth rates of particular species, and communicate their findings to others in research papers



A Sedgwick Reserve docent and student work together in Kids in Nature.

and posters. Students also conduct interdisciplinary activities in *language arts* (writing observations and research papers), *fine arts* (sketching, photographing, and nature printing), *mathematics* (measuring and computing), and *technology* (using planting equipment, computers, and observational tools such as binoculars and microscopes). Meanwhile, the activities center on science and practically applying student knowledge and skills in their restoration and research projects. Through the KIN curriculum, students not only gain

content knowledge, an appreciation for nature, and an understanding of the need to preserve our planet, but they also learn restoration skills and how to authentically apply such skills in a real restoration effort. ❖❖❖

KIN is supported by the UCSB Faculty Outreach Grant Program, the Santa Barbara Foundation, and the Edwin W. Pauley Foundation. For more information, please contact Jennifer Thorsch, KIN Director: thorsch@lifesci.ucsb.edu; (805) 893-2401.

Commitment to Outreach

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important outreach initiatives in the future, the commitment that we have to serving the educational needs of our K-12 schools remains as strong as ever at UCSB. Together with our school partners, we can and will find new and creative ways to help achieve our mutually-shared goal of helping young people in the K-12 schools to set high expectations and to realize their potential. ❖❖❖

You can contact Joseph Castro at the Office of Campus Outreach Initiatives: (805) 893-3105, joe.castro@coi.ucsb.edu.

ScienceLine Welcomes Inquiring Minds

by Cathy Pine, MRL Education Programs

Why are rainbows bent? Did whales ever walk on land? What are quantum computers, and how do they work? These are just a few of the questions submitted recently to UCSB's ask-a-scientist program called ScienceLine.

ScienceLine uses the Internet to facilitate direct contact between Santa Barbara/Ventura County schools and UCSB researchers. Students and teachers from K-12 classrooms can submit science questions to ScienceLine and receive grade-level appropriate answers from scientists within one week. Each question and its corresponding answer is added to the ScienceLine archive which can be searched by key words and topics.

ScienceLine provides a way for students to exercise their curiosity. Many are excited about the opportunity to interact with working scientists. Teachers can use ScienceLine to improve students' abilities to formulate questions and communicate scientific ideas.

The archive of over 400 previously-posed questions can also be tapped as an additional teaching resource.

Approximately 100 scientists working in the many scientific disciplines represented on campus have volunteered to be on call to answer students' questions. This year the ScienceLine program is expanding its activities (with support from the Chancellor's Outreach Advisory Board and Campus Outreach Initiatives) to include video conferencing between UCSB scientists and partnership schools and other classes.

To submit a question, search the archive, or find out more about ScienceLine, visit the Web site at: www.scienceline.ucsb.edu. ❖❖❖

ScienceLine is jointly funded by the National Science Foundation through the Materials Research Laboratory and UCSB Campus Outreach Initiatives. For more information, contact Martina Michenfelder at scienceline@ucsb.edu, (805) 893-7928.

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For information or to request additional copies of "Inside Outreach," contact:

Office of Campus Outreach Initiatives
University of California, Santa Barbara
1503 South Hall
Santa Barbara, CA 93106
(805) 893-3105
Fax: (805) 893-3871

Outreach Calendar of Events

September 2002—April 2003

September 2002

Sept 20: UC Counselor Conference, UCSB
Sept 22: Move-in day in the Residence Halls, UCSB
Sept 26: Fall Quarter begins, UCSB

October 2002

Oct 18: Student Initiated Outreach Program (SIOP) Fall Application Deadline (1)
Oct 18-19: Fall Preview (Open House for prospective students), UCSB*
Oct 19: Transfer Saturday, UCSB

November 2002

Nov 1-30: UC Application filing period
Nov 9: Puente Southern Motivational Transfer Conference, UCSB
Nov 11: Campus Holiday
Nov 15: Student Initiated Outreach Program (SIOP) Fall Application Deadline (2)
Nov 30: UC Application Deadline for Fall 2003 Admission

December 2002

Dec 24-25: Campus Holidays
Dec 31: Campus Holiday

January 2003

Jan 1: Campus Holiday
Jan 6: Winter Quarter begins, UCSB
Jan 20: Campus Holiday
Jan 24: Student Initiated Outreach Program (SIOP) Winter Application Deadline (1)
Jan 25: AP College Board Conference, UCSB

February 2003

Feb 14: Student Initiated Outreach Program (SIOP) Winter Application Deadline (2)
Feb 17: Campus Holiday

March 2003

Mar 1-30: UCSB Admissions Notifications sent
Mar 2: Free Application for Federal Student Aid (FAFSA) Application Deadline
Mar 28: Campus Holiday
Mar 31: Spring Quarter begins, UCSB

April 2003

Every Saturday: Campus tours available, UCSB*
April 11: Spring Insight Open House for prospective students, UCSB
April 18: Student Initiated Outreach Program (SIOP) Spring Application Deadline (1)

*Information about open house events and campus tours can be found on the Visitor Center Web site at:

<http://www.admit.ucsb.edu/vcen>