



Making a Difference: Early Academic Outreach Programs **A Student Perspective**

By Marlen Ramirez & Martha Alvarez, UCSB EAO/Upward Bound Participants

La única manera de superarse en esta vida es con educación: The only way to succeed in life is with education. Ever since we can remember, our parents have emphasized the importance of an education. It is easy to say that anything can be achieved in life if you have the motivation, however in reality, a student who comes from a disadvantaged background faces more obstacles than one who has many resources available throughout his/her life. In today's society, early outreach programs such as Upward Bound and the Early Academic Outreach Program (EAOP) have been helping disadvantaged students to pursue a higher education for over two decades. Yet, in a June 29, 2003 *Santa Barbara News-Press* article, "Minority Outreach Yet to Make the Grade?" it seems that all the money being spent in outreach programs have not increased the percentage of students who apply, get admitted to, and/or enroll in college. However, from our own personal experiences, these early outreach programs have made all the difference in us preparing for college and making our educational dreams a reality. These programs help motivate, guide and develop the future leaders of tomorrow from communities and schools with the greatest needs.

We are both incoming seniors at San Marcos and Lompoc High School respectively who are the first persons in our family to consider going on to college. One of us was born here and the other

came to the U.S. from Mexico as a child. In the 8th grade we both became part of the EAO program at UCSB. Then in our freshman year of high school, we enrolled in the Upward Bound Program, a federally funded grant that is designed to motivate and encourage low-income and first-generation college bound students. Outreach not only showed us the college prep requirements but also provided us with individual academic advisement, SAT prep workshops, and college campus visits. For instance, every spring the Upward Bound program takes 25 to 35 sophomores and juniors to six or seven different Universities in northern and southern California. This opportunity allowed us to explore each campus and gave us a sense of what to look for when choosing a college. One of the many other resources that EAOP provides for high school students is the opportunity



High school students and EAOP-Upward Bound participants
Marlen Ramirez and Martha Alvarez.

to take community college courses during the summer. The classes that we took this summer (Intro to Criminal Justice and Intro to Anthropology at SBCC) have contributed to the expansion of our knowledge, challenged us academically, and increased our motivation and confidence to take more college level courses to be as competitive as other college bound students.

For both of us, Upward Bound and EAOP participation has been more than just a learning

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Director's Message

Joseph I. Castro, Executive Director, Campus Outreach Initiatives

As you read this edition of *Inside Outreach*, I hope it is evident how passionate our students, faculty, and staff are about their work with K-16 students, educators, and families. This is only part of the story. As the article on the front cover so eloquently states, the students we serve and their teachers and parents are equally passionate about the positive impact our outreach programs have had on their lives.

A definition of *passion* is boundless enthusiasm. One of the most impressive characteristics of the UCSB Outreach Team is the enthusiasm with which its members do their work. Our staff works long hours, including many evenings and weekends, to provide information, counseling, and support for students and families and professional development for teachers. They often travel hundreds of miles in a given day to serve students, teachers, and families in our region and throughout the state.

Equally impressive is the passion our education and community partners have for our outreach programs. These partners, who range from teachers and principals to directors of non-profit organizations, mayors of cities and families of various sizes and income levels, are motivated to support outreach programs because they offer new educational opportunities for students. In doing and supporting outreach, they also contribute along with UCSB to improving the quality of life in their communities.

It is within this context that those who are served by our outreach programs and those



Executive Director of the Office
of Campus Outreach Initiatives,
Joseph I. Castro

who serve them face the impact of recent reductions in State support for outreach. The State Legislature and Governor adopted a 2003-04 budget that reduces the UC systemwide outreach budget by 50%. At UCSB, this will result in a permanent budget cut of over \$1.7 million annually. This cut will undoubtedly result in a scaling back of our programs, which will mean that fewer students, educators and families can be served by our programs. We are aggressively seeking funds from foundations, businesses, individuals and our educational partners to help offset some of the loss of state funding.

While UCSB and its many educational and community partners face difficult budgetary choices over the following months, we must do so with *compassion*. It is clear that the budget cuts have the potential to cause suffering by those we serve and those who serve them. With compassion and creativity as guiding principles, we can sustain the most critical elements of our efforts during this difficult economic period. By doing so, we can preserve the passion that is so evident in our outreach programs and position UCSB to make even greater contributions in this area when the state's economy improves.

I hope you enjoy this edition of *Inside Outreach*. Have a happy Fall. ❖❖❖

You can reach Joe Castro at: (805) 893-3105, <joe.castro@coi.ucsb.edu>.

UCSB Outreach Web Sites

Check out these sites for information about UCSB Outreach activities...

UCSB Campus Outreach Initiatives:

www.campusoutreach.ucsb.edu

**Academic Senate,
Center for Faculty Outreach:**
www.senate.ucsb.edu/outreach/

Admissions & Outreach Services:
www.admit.ucsb.edu/prospective/

CA History-Social Science Project:
www.ihc.ucsb.edu/research/subunits/chssp/

CA Nanosystems Institute:
www.cnsi.ucsb.edu/education/education.html

Chemistry Outreach:
www.chem.ucsb.edu/~outreach/

College of Engineering (MESA):
www.engineering.ucsb.edu/~mesa-msp/

Early Academic Outreach:
www.admit.ucsb.edu/EAO/INDEX.HTM

ENLACE y Avance:
research.ucsb.edu/ccs/enlace/

Geology Educational Outreach:
www.geol.ucsb.edu/L2/Outreach-FR.html

Gevirtz Research Center:
www.education.ucsb.edu/grc/

Graduate Outreach & Admissions:
www.graddiv.ucsb.edu/admissions/

Marine Science Institute:
www.msi.ucsb.edu/Pages/educat.html

Materials Research Laboratory:
www.mrl.ucsb.edu/mrl/outreach/outreach.html

**National Coalition for Equity in
Education:**
ncee.education.ucsb.edu/

Physics Outreach:
www.physics.ucsb.edu/Education/Outreach.php3

School-University Partnerships:
www.education.ucsb.edu/partnership/

South Coast Writing Project:
education.ucsb.edu/scwrip/

South Coast Science Project:
csm.p.ucop.edu/csp/southcoast/

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Mathematics Professor
and Chair of the
Chancellor's Outreach
Advisory Board,
Kenneth Millett

A Seat at the Table:

Outreach Programs Working to Bring Higher Education to All Students

An opinion article by Kenneth Millett
that appeared in the

Santa Barbara News-Press on July 20, 2003

Making higher education a real option for all students is one of our society's greatest and most worthy challenges. But a June 29 article in the News-Press ("Minority Outreach Yet to Make the Grade?") seemed to suggest that such efforts are not worth pursuing if unambiguous results are not immediately achieved. The fact is that progress is being made, and not only are the efforts justified

but they are already making important contributions to the future of our state.

Over the past 5 years, UCSB and other UC campuses around the state have received an increase in state funding to initiate new outreach programs aimed at increasing the number of students who are preparing to pursue a college education. We have many important partners in these efforts: students, educators, families, businesses, community-based organizations and other higher education institutions. A significant portion of these funds has been dedicated to new outreach efforts in elementary and secondary schools where, historically, very few students have gone on to college or university study. In making this decision to invest in these schools and their communities, we have made a long-term commitment to working with them to increase college preparation and opportunities.

While it is too early to declare victory, there is good reason to be encouraged by progress being made in UCSB's partner high schools: Santa Maria, Lompoc, Channel Islands, Hueneme, Fillmore and Santa Paula. Between 1999 and 2002, in these schools we have seen:

- The number of graduates who successfully completed courses required for entrance into UC and CSU increase by 29%. This is much higher than the 8% growth rate in the student population over that period and the 5% growth in the state's population of high school graduates.
- The number of Latino graduates increase by 58%— about four times higher than the growth rate in the overall population of Latinos in these schools.
- The number of high school graduates eligible for UC admission increase by 55%.

In addition, through 2003, there was a 70% increase in the number of students from those schools who applied to a UC campus, a 56% increase in the number admitted, and a 55% increase in the number who enrolled. At UCSB during this period, we saw a 46% increase in the number of such students admitted.

As is the case with any complex challenge, long-term planning, patience and commitment are essential to success. For these reasons, many outreach programs focus on children in elementary and middle schools, as well as high schools.

UCSB has been a lead partner in providing tutoring, mentoring and after school program support for students at Isla Vista Elementary School. We believe an increased university presence is one reason why student achievement has improved recently at that school. In another local example, at Goleta Valley Junior High School, our *ENLACE y Avance* Program provides academic and social support for many economically disadvantaged students as well as educational information services for their parents. Most of these students are now achieving at much higher levels than before, with a large group receiving various awards and academic recognition, including induction into the National Junior Honor Society this year. Most importantly, these first-generation college-going students and their parents are viewing a college education as a realistic, reachable goal.

A critical academic transition point for students comes with the completion of eighth and ninth grades. Placement in a particular set of courses largely determines whether a student

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Graduate Student Outreach Profile:

Diversity Outreach Program at Lompoc High

Jason M. Kelly, DOP Director

In Fall 2002, a group of graduate students in the History Department founded the Diversity Outreach Program (DOP), under the auspices of their recently established Diversity Action Committee. Its purpose is to create an opportunity for students in local public schools to meet with graduate students at UCSB. DOP presents forums, lectures, and information sessions on topics ranging from current events to planning for college. Its ultimate goal is to work with EAOP in providing mentorship to aid the broadest spectrum of students in accessing higher education.

In its first year, DOP, under the directorship of Jason M. Kelly, focused on Lompoc High School. Graduate student volunteers included Jon Baranski, Sandra Dawson, Tom Sizgorich, and John Sbardellati. Nicole Wong, EAOP's school site coordinator at Lompoc High School, helped the group organize seminars on the history of punk rock and the wars in Afghanistan and Iraq. Lompoc students were also able to meet with graduate students to discuss admissions procedures, majors, and financial aid for college. Further, the graduate students were guest lecturers in a history class focusing on the policies of the Bush administration.

DOP looks forward to an even more productive year in 2003-04. They have a monthly seminar series planned, which addresses topics of contemporary interest, introducing students to the vibrant intellectual debates of the college campus. The group looks forward to guest lecturing in more classes at Lompoc and initiating an online mentoring bulletin board where secondary school students can discuss relevant issues with graduate students. DOP plans to continue its association with Lompoc High School by offering workshops on standardized test preparation and strengthening college applications. ❖❖❖

For more information about DOP, please contact Jason Kelly at: <jkelly@impulse.net>.

Historic UCSB-Chumash Partnership in KIN Summer Program

By Jennifer Thorsch, KIN Director

This summer, UCSB Kids in Nature (KIN) staff worked collaboratively with the Santa Ynez Band of the Chumash Indians to develop a major new initiative and innovative summer program for Chumash students. The program embedded tribal cultural and environmental values into curricular and recreational activities such as construction of a Chumash tule hut and habitat restoration at the Sedgwick Reserve, a UC-managed natural reserve in Santa Ynez. The students also visited the UCSB campus, cruising aboard the Condor Express' floating lab, touring the Bren School, and visiting the touch tanks. The partnership marks the beginning of what UCSB hopes to be a long-standing collaboration with the Chumash Tribe. ❖❖❖



Alex Ventura builds a tule hut under the guidance of her grandfather, Osvaldo Casillas, while a student intern and Sedgwick staff look on.

For more information, contact Jennifer Thorsch, KIN Director, at: (805) 893-2401.

Student Perspective

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experience preparing us for success in high school; these programs have helped shape our future. During the summer of our high school freshman year, we attended UCSB's Upward Bound's 6-week residential program. It was our first time away from home, and we were both intimidated, quiet individuals who were afraid to speak our minds and express our opinions. During that summer, we were amazed by the size of the campus, living in college dorms, and all the cultural and historical places we visited during our field trips. Over the past four summers, we've continued to return to the Upward Bound residential program. This outreach program has not only taught us the importance of commitment, but has also made us more confident, aware, and well-rounded individuals. For example, the Youth Radio Project allowed us to have our own radio show at KJUC at UCSB. This experience gave us the confidence to speak our mind knowing that our voice was being heard all over the community. The program has changed our perspective about life in general and given us a taste of what college life will be like when we enroll in Fall 2004.

As for our parents, they have also been influenced positively by EAOP and Upward Bound. They have begun to realize and accept that we will be moving away from home after high school to pursue our dreams of

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A Seat at the Table

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is "on track" for college prep courses or not. UCSB has dedicated substantial resources to support schools that want to provide advanced courses to more of their students. The progress in this area is particularly encouraging.

Between 2001-02, the number of partner high school students who completed Algebra with a B- or better (a strong indicator of future UC eligibility) increased by 57%. If these students continue to experience success in such courses, we anticipate even more substantial increases in UC and CSU eligibility rates in coming years.

Outreach programs have also contributed to an increase in the number of high school students in the tri-county region (Santa Barbara, Ventura and San Luis Obispo counties) who have applied and been admitted to a UC campus. From 2002-03, these counties combined to have the most rapid growth in student applications and admission to UC of any region in the state—double the state's growth rate in both cases. This occurred in a region with population growing far more modestly than in other parts of the state.

Despite the fiscal crisis now faced by our state, we must maintain our commitment to providing an opportunity for all students to pursue a college education. Doing so is in the best interests of the students and their families, our local communities, higher education institutions as well as our state.

UCSB will continue to contribute to these efforts by becoming a stronger institution — one that more broadly encompasses the diversity of both our state and our community.

As the first in my family to attend college, I benefited from the generous assistance of faculty and staff as a student and, as a consequence, have a very personal understanding of what differences reaching out to students can make for their future. Since 1969 I have been a mathematics professor at UCSB, and in collaboration with many colleagues from across the campus have dedicated considerable effort to increasing the diversity of students in mathematics based programs. As chair of the governing and policy board for outreach programs at UCSB as well as the Regents' Scholarship committee, I have extended my interest and efforts to a much wider range of potential college-going students.

I know that the challenge we face is daunting, and the resources and strategies available to address this challenge fall far short of what is required. However, it would be short-sighted and without justification to reduce dramatically or divert resources away from outreach programs that demonstrate success. Outreach is vitally important to expanding educational opportunities for talented students from all economic, racial and ethnic backgrounds. ❖❖❖

Student-Initiated Outreach in Lompoc

By Marisela Márquez and Armida Montañó, Center for Faculty Outreach

The Lompoc Media Project, a student initiated outreach project with in-kind support from the Academic Senate's Center for Faculty Outreach (CFO), enlisted eight Lompoc high school students in a new and exciting film outreach project that culminated this June after ten weeks. The key organizer was Denise Jaramillo, a CFO outreach mentor and chair of Radio Chicana, a sub-committee of El Congreso. Planning started Summer 2002, with UCSB volunteers Adriana Gomez, Cesar Pinoco, Paulina Cortez, Tanya Saenz, Eduardo Zamora, Wendy Teran, Robert Ramirez, Denise Jaramillo, and Armida Montañó.

The Lompoc High School students were recruited last Fall in Mrs. Zobel's English class to read Chicano theatre scripts, write, produce, direct, and act in their own video production for ten Saturdays at UCSB. Their chosen title of the video was "La Traci3n/The Betrayal" and dealt with date rape, its consequences, and the support that a young woman could get from friends and family.

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YEA for Summer!

UCSB's Youth Enrichment Adventure

During the summer of 2002, 60 sixth-grade students from Franklin, Harding, and McKinley Elementary Schools participated in the first *Youth Enrichment Adventure*. During the four weeks of the program, students learned about the watershed by exploring Santa Barbara from the mountains to the beaches. With scientists and naturalists, their adventures took them to places such as the Los Padres Forest, the Santa Barbara Botanic Garden, the Watershed Resource Center at Arroyo Burro Beach, and the UCSB Marine Science Institute.

scientists and offers opportunities for problem solving and writing. They learn to use technology such as remote sensors, scanners, and GIS software, and develop computational skills as they collect and examine data about air, soil, and water quality.

Nearly all of the 2002 students came back for another Adventure in 2003 as 7th graders, along with a new group of 60 sixth graders. The enthusiasm of the new students demonstrated that YEA is earning a reputation as a fun, adventurous, educational experience.



Barry Tanowitz, Director of Science Education at the Santa Barbara Botanic Garden, and YEA students explore different habitats in the garden.

The 6th grade group learned the basics of ecology as they explored places such as Elings Park, and participated in hands-on scientific experiments at the UCSB Marine Science Institute. The 7th grade team expanded on what they learned last year by investigating the living organisms within the local watershed. Their adventures took them to the Santa Barbara Zoo, Museum of Natural History, Coal Oil Point Reserve, and Elings Park. At UCSB's Coal Oil Point Natural Reserve, they were educated about the sensitivity of the Snowy Plover habitat. The local Audubon Society introduced students to birds of prey

Developed by the **Gevirtz Research Center**, YEA is an innovative environmental education program providing students with opportunities to engage in hands-on science experiences. Students meet scientists and environmental advocates, who serve as role models and mentors, and learn about careers in science, math, and technological fields.

and discussed concepts of food webs and endangered species. The Museum of Natural History taught them about habitat restoration and gave them the opportunity to help remove invasive plants from the museum grounds.

YEA educates students about the physical characteristics of our watershed, including the chemistry of the water and the complexity of the ecosystem. The curriculum addresses academic development by stressing the process of scientific inquiry. Students learn to develop a scientific question, gather and analyze data, and present findings. Scientific inquiry helps students begin to think like

"The scientists and instructors taught the children how to think critically, engage in problem solving, develop a greater respect and sense of stewardship for the environment, and fostered a positive attitude toward learning," said Vishna Herrity, Executive Director of the Gevirtz Research Center. "We all learned from our educational partners about the ecosystem and our local watersheds."

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ArtREACH Inspires Academic Achievement Through Chicana/o History and Art

By Marisela Márquez, Center for Faculty Outreach Co-Director
and ArtREACH Project Manager

This spring and summer, Hueneme High School students participated in a new Chicana/o Studies outreach project—ArtREACH—with funding from a UCSB Faculty Outreach Grant. Principal Investigator and Assistant Professor of Chicana and Chicano Studies, Tara Yosso, brought together a team of faculty, staff, and UCSB students to recruit and engage high school students in Chicana/o history through art. Beginning with several workshops during spring and followed by a 45-day summer program, the ArtREACH team developed and delivered curriculum consisting of art and writing workshops, a mural making practicum, and their first college level course, Chicano Studies 101, taught at Oxnard Community College (OCC).



Hueneme High school students unveil the mural they created with artist Marina Martinez during their ArtREACH summer program.

Students participated in workshops at various sites including UCSB, the Chumash hieroglyphs, and SPARC (Social and Public Art Resource Center) in Los Angeles. Chicana/o Studies faculty Gerardo Aldana presented an interactive lesson on Mayan scribes utilizing art to document history, as historian Guisela La Torre introduced students to the role of public art in Chicana/o history.

Other workshops included: “A-G” requirements for admissions to the University of California, art basics, team building, and representational art and language. In July, a larger group of students earned 3 dual enrollment units at OCC in an “Introduction to Chicana/o Studies” course focused on history, art, and cultural identity.

After the unveiling of artwork and writing from their journals during a July reception, a parent shared how amazed she was with her daughter’s progress through her ArtREACH involvement. She stated, “I noticed that it is a lot easier for her to express herself, she is a lot more confident, she is proud of her culture and she is very interested in learning more about herself and her culture.” A Hueneme

High School senior shared his renewed motivation to continue his education as a result of his ArtREACH experience. He explained, “The class showed me that we have a history of resistance, and I want to be part of it.” One of the UCSB students who facilitated the workshops, Annabel Padilla, noted that combining creative expression with an academic setting encouraged the students to share some of their aspirations with the team: “As they left, they told us that they wanted to be sociologists, lawyers, teachers, and engineers.”

UCSB partners in ArtREACH included Hueneme High School art teacher Alain Tchirout, OCC Dean Jaime Casillas and Vice President Ramiro Sanchez, the Early Academic Outreach Program, the Center for Chicano Studies, the Center for Faculty Outreach, UCSB students from Chicana/o Studies 134, as well as Soralla Marquez, Denise Jaramillo, artist Marina Martinez, and two UCLA graduates Jose Aguilar and David Garcia. ❖❖❖

For more information about ArtREACH, please contact Marisela Márquez at: (805) 893-2204, <marisela.marquez@senate.ucsb.edu>.

Student Perspective

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becoming a civil engineer or lawyer and a medical field professional. Being away from home has helped us both to mature and to improve our relationships with our families, because we are able to understand and communicate more effectively. Our parents are also more aware of how they can help our younger siblings succeed academically. They want us to become independent women with college degrees, working as professionals and supporting our families.

We both want to give back to our communities and to the outreach programs that have given us wings to fly into our futures. We want to inspire students from disadvantaged backgrounds to go on to college, letting them know it is a possibility with the help of early outreach programs. We believe that outreach programs are creating the future leaders of California, and they should continue to reach out to younger students. We would like to thank all the outreach staff for their efforts, inspiration, and commitment to helping us achieve our dreams and changing our communities. ❖❖❖

This summer, Martha and Marlen worked closely for their 6-week UCSB Upward Bound Summer Research Mentorship with EAOP staff (Scott Woodbridge, Cuca Acosta, and Britt Ortiz) as their mentors, learning about early outreach services, resources, and programs for low-income, first-generation college bound students.

YEA for Summer

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The lessons learned by the educators in the first summer led them to develop more ideas for engaging students in the scientific inquiry process. The Santa Barbara Botanic Garden helped integrate more mathematics and data analysis. The Watershed Resource Center enhanced the watershed curriculum. The Santa Barbara Zoo developed detailed lesson plans especially for the YEA program. UCSB's South Coast Writing Project trained the staff in integrating writing into the YEA curriculum.

The program is researched and evaluated by Gevirtz Graduate School of Education professors Betsy Brenner and Yukari Okamoto, ensuring that the 3-year program is making a positive impact, and that participating students improve their academic achievement in science, math, and language arts.

"I was so amazed at how engaged the teaching staff was with the students and how much the kids were learning," said Dr. Herrity. "Program Coordinator Julie Haight was wonderful, as were all the teachers, counselors, and staff. I believe that the many community partners involved in the program touched the lives of these children in a special way that will endure long after their YEA experiences." ❖❖❖

For more information about YEA, contact Vishna Herrity at: <vishna@education.ucsb.edu>.

UCSB Summer Sessions to Offer Transfer to Your Future Program

By Tippi Lawrence, Outreach Coordinator, Summer Sessions

In 2004, UCSB Summer Sessions will offer *Transfer To Your Future Program* for all transfer students who have returned their Statement of Intent to Register for Fall 2004. In this program, transfer students are viewed as full UC students with all the academic and financial advantages attendant on that status.

Summer Academies

Summer Sessions has doubled its course offerings. In 2003, about 750 courses were offered, with half composed of general education requirements and pre-major courses that give students the opportunity to complete their pre-major status as Juniors. Summer Sessions traditionally offers smaller courses and lectures, so students develop a closer relationship with their professors.

Summer Fees

The *Transfer To Your Future Program* provides unique financial considerations for the budget-conscious student. Transfer students qualify for the 8-UNIT FEE CAP, enabling qualified students to enroll in Summer Sessions for up to 16 units, with the unit fees "capped" at the cost of 8 units. This means that students may earn as much as a full quarter at the cost of 8 units plus a \$50 campus-based fee. Transfer students should also review any unused financial aid at their community

college and visit the UCSB financial aid office for a full explanation of other possible options.

Services for Summer Students

The *Transfer To Your Future Program* will provide a one-day **Transfer Orientation Program** prior to Summer Sessions. This affords students the opportunity to meet faculty, staff, and each other. As a part of general orientation, students will also tour the University Library to understand better the facility and how to use its collections.

Pre-Professional Advising is another component of the program, assisting students with pre-major status requirements to reduce their time to graduation. **Campus Learning Assistance Services** has also devised several workshops to help students make the adjustment to UCSB campus life, helping in areas such as note taking, time management, study skills, and tutorials. **Counseling and Career Services** assist students in achieving their personal, social, education, and career goals, and the **Disabled Students Program** offers both services and equipment to support students with special needs and their quest toward a university degree.

Instructional Computing broadens options with free computer workshops offered during the first week of Summer Sessions. Labs are open to all students and provide both Macintosh and PCs with popular software packages. **Housing** will be offered on a limited basis again next summer. Students should review availability of either Residence Hall or University-Owned Apartments at the UCSB Housing Web site: <www.housing.ucsb.edu>. The **Bus Ridership Privilege** is yet another benefit: students may ride the local Metropolitan Transit District (MTD) at no charge during Summer Sessions through the beginning of Fall quarter just by showing their valid student identification card. ❖❖❖

For further information, contact Tippi Lawrence: <t.lawrence@summersessions.ucsb.edu>, (805) 893-2069.



YEA students use a net to skim Mission Creek at the Botanic Garden to see what kinds of life can be found in the local waterways.

ENLACE y Avance: Supporting College Aspirations

By Claudia Martinez, ENLACE Director

The **ENLACE** (Engaging Latino Communities for Education) y **Avance** project, within the UCSB Center for Chicano Studies, is an educational outreach program with the mission of supporting the college aspirations of Latino students. This program is one of only 13 projects chosen for funding by the W.K. Kellogg Foundation across the nation. UCSB's ENLACE program is a regional

partnership, serving about 1,750 students and their families in three geographic areas: Isla Vista/Santa Barbara, Ventura, and Oxnard. schools to the needs of local families," explained Professor Denise Segura, who with Professor Richard Duran, serves as ENLACE's Co-Principal Investigator.

ENLACE in Ventura has been very active this past year. Led by staff from Ventura College and local community-based organizations, 75 Latino students from Fillmore, Santa Paula and Nordhoff High Schools were provided with educational, financial, and other services to support their dreams of attending the college or university of their choice. Of these 75 students, 61 enrolled in 2-year and 4-year colleges in Fall 2002. The Ventura ENLACE program has been especially proactive in helping families understand all of the fast-changing college admission and financial aid regulations that affect immigrant students and in providing support services to families in the farm-working community of Rancho Sespe. To learn more about the Ventura ENLACE program, contact Marcos Lupian at Ventura College at: (805) 525-7136, <mlupian@vcccd.net>.

The focus of the ENLACE partnership in Oxnard has been on the development of its media outreach program, *Entre Familias*, and on the High School Partnership Program.

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ENLACE students and UCSB graduate Maria Cisneros during the summer Math and Science Academy.

Student Mentors and Family Advocacy

One of the signature aspects of UCSB's ENLACE program is its emphasis on student mentorship and family advocacy. In the Santa Barbara community of Isla Vista, ENLACE connects undergraduate students from UCSB and Santa Barbara Community College with families to strengthen their effective use of school and community resources. In its first two years, about 60 talented and motivated undergraduates have been trained through the ENLACE program to provide local students with individual tutoring, educational planning, and personal counseling. They conduct home visits and provide parents with information about community resources and school-related events and activities. "Our goal is to develop effective school-family negotiation skills with parents and help sensitize the



CTFMS Fellows Geneva Europa, Edwin Moraila, and Monica Saldaña investigate strawberry DNA at the 2003 CTFMS Fall Symposium.

CTFMS: Preparing Undergrads for Teaching

By Miguelangel Arellano,
CTFMS Program Coordinator

The Community Teaching Fellowship in Mathematics and Science (CTFMS) Program at UCSB provides opportunities for undergraduates (Fellows) to explore teaching careers. Allan Hancock College, Oxnard College, Santa Barbara City College, Ventura College, and Westmont College join UCSB in recruiting future teachers. A major goal is to increase the number and diversity of undergraduate mathematics, science, and engineering majors who pursue K-12 teaching careers. The Fellows serve as interns in local classrooms, completing pre-professional and out-of-classroom hours for teacher education programs.

In 2002-03 there were 113 CTFMS Fellows, including 28 graduating seniors (of which 23 begin credential programs this fall). Graduates included Maria Cisneros, recipient of the UCSB Mathematics Department Timothy J. Wilder Award for the top graduate in mathematics. She will be a student in the UCSB Teacher Education Program this fall with 11 other Fellows. This year, CTFMS will host its Fall Symposium on Saturday, November 22, for a day of professional development in mathematics and science education. ❖❖❖

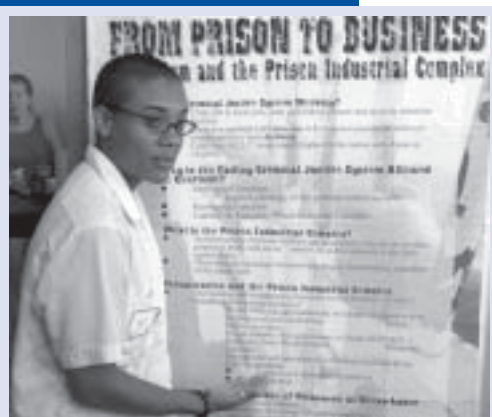
For more information, please contact Miguelangel Arellano: <arellano@math.ucsb.edu>, (805) 893-8801.

Lompoc Media Project

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Armida Montaña, double major in Chicano Studies and Film Studies, felt “that the students really enjoyed coming to campus and working with UCSB students, and they came to realize that they could in fact produce everything that they see on television.” Several high school students wanted to continue with the program this year, and one even indicated that he wanted to attend UCSB to work on the Lompoc Media Project. ❖❖❖

For more information, contact Marisela Márquez at the Center for Faculty Outreach: (805) 893-2204.



ARC undergraduate researcher Gloria Ross discusses her research project during the Summer Undergraduate Research Colloquium.

Bookmark the UCSB Campus Outreach Initiatives Web site!
www.campusoutreach.ucsb.edu

Research Bridge to PhD Programs

By Mike Meraz, Director Graduate Outreach & Admissions

Each summer, the UCSB Graduate Division invites a select group of undergraduate students from UCSB and across the nation to participate in the ARC (Academic Research Consortium) Summer Research Program. ARC is an intensive, 8-week summer program designed to provide a common undergraduate research experience for students of various disciplines in an effort to promote diversity in graduate education.

This year, 20 extremely talented students were invited to UCSB and paired with faculty mentors to conduct graduate-level research projects across multiple departments and disciplines. In addition to research, students engaged in a Research Writing class and a variety of workshops and presentations designed to give them the tools necessary to succeed in both the graduate admissions process as well as the rigors of graduate student life. This blending of academic training, research experience, and skill building workshops promotes a collaborative, interdisciplinary approach to success in graduate education and makes the ARC program a unique summer research program.

The culminating event of ARC is the opportunity for the students to present their research at the annual campus-wide Summer Undergraduate Research Colloquium. This Colloquium is a joint event between many summer research programs at UCSB. ARC students join the California Alliance for Minority Participation (CAMP) students, Internships in Nanosystem Science Engineering and Technology (INSET), National Nanofabrication Users Network (NNUN), and Research Interns in Science and Engineering (RISE) for a full day of poster presentations



The UCSB ARC program this summer supported 20 talented students in pre-Graduate School research experiences.

open to the public. Faculty mentors, spanning the spectrum of UCSB disciplines and programs – the humanities, sciences, social sciences and engineering – were present to support and celebrate the achievements of the ARC, CAMP, INSET, NNUN, and RISE participants.

The ARC Program core funding is provided by the NSF Alliance for Graduate Education and the Professoriate (AGEP) and includes students sponsored by the UC LEADS (Leadership Excellence through Advanced Degrees) and the CSU Pre-Doctoral Scholars Programs. ARC is expected to grow in the years ahead as a new Jackson State University collaboration introduces a graduate-level research component to the program for terminal masters and PhD participants.

Involvement in the ARC program is an excellent way for faculty to gain research assistance for their ongoing projects while making a difference in the lives of talented prospective graduate students. ❖❖❖

Faculty or students interested in the ARC Program, UC LEADS, or other undergraduate research opportunities are encouraged to contact Sarah Dillingham in the Graduate Division office at: arc@graddiv.ucsb.edu.

Got Books?

UCSB University Library Outreach

By Sandy Lewis, Coordinator for Instructional Services, University Library

The UCSB Libraries actively participate in programs sponsored by the Office of Campus Outreach Initiatives. A university research library can be an intimidating place for new students. Many high school library collections are contained in one room, so most freshman are shocked to see our building with eight floors and almost three million books! Our instruction program provides many opportunities to help with this transition.

During the winter and spring quarters, we work with EAOP campus tours coordinator Scott Woodbridge to arrange tours for the matriculation visits of the partnership schools. These tours are a very general introduction to the library. A librarian has also met with the students from the EAOP Youth Radio Project to assist with their research efforts.

For newly admitted students, we offer instruction to programs such as STEP (Summer Transitional Enrichment Program) and the MESA (Mathematics, Engineering, and Science Achievement) Undergraduate Program. These one-time sessions usually consist of a demonstration of our catalog, Pegasus, and the article database, Expanded Academic. If time permits, we will take the students on a quick tour of the building.

For the Freshman Summer Start program, we began offering our one-credit course, Interdisciplinary 1, as one of their electives. This is a quarter long class that introduces students to information research skills. With the addition of this to our summer schedule, Int 1 is now offered year round with several sections each quarter.

During the summer, we have the opportunity to meet future UCSB students who are on campus in various programs such as the iQuest Apprentice Researchers, EAO's Junior Writing Academy, and Research Mentorship.

In 2000, a group of instruction librarians received a UCSB Chancellor's Faculty Outreach Grant. They presented information literacy workshops to local area teachers and to the Gevirtz Graduate School of Education Teacher Education Program. This project was completed in November 2001.

An article about the FOG project, "Bridging the Gap: Information Literacy Workshops for High School Teachers," was published in the peer-reviewed library journal, *Research Strategies*, Volume 18, Number 2, pp. 113-120. The web site for the project is available at <http://www.library.ucsb.edu/infolit/>

The UCSB Libraries Instruction program was recently awarded funds from the Academic Senate's Center for Faculty Outreach to create outreach materials for our program. One brochure created for this purpose, *Information for Library Visitors*, is available through the university library at: www.library.ucsb.edu/. ❖❖❖

For more information about the library's programs and services, or for copies of the informational brochures, please contact Sandy Lewis at: slewis@library.ucsb.edu, (805) 893-2689.



ENLACE students from Fillmore High School received scholarships to the prestigious UCSB Research Mentorship Program this summer. They are (L to R): Vanessa Cisneros, Maria Martinez, Sandra Rodriguez, and Mariza Ruvalcaba.

ENLACE

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Entre Familias is an educational media campaign that promotes higher education, targeting the Latino community through Spanish and English language videos and service announcements shown on Oxnard College's Cable TV station. The High School Partnership program provides high school students from across the district with the opportunity to take college level courses at their high schools. Students who complete these courses receive both high school and college credit. To date, over 600 high school students have participated in dual-credit courses such as sociology, history, performing and fine arts, and Chicano Studies. For more information about the Oxnard ENLACE, contact Jaime Casillas at Oxnard College: (805) 986-5888, jasillas@vccd.net.

Beyond the School Year

This summer, ENLACE students from Isla Vista, Goleta, and Fillmore participated in educational programs in which they explored "college life." By participating in the ENLACE Math and Science Academy and in the UCSB Young Writer's Camp, elementary and middle school students strengthened their academic skills in math, science, reading, and writing. In addition, four 11th grade students from Fillmore High School received scholarships to attend the prestigious UCSB Research Mentorship Program, a 6-week residential

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ENLACE

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Pre-College Program where they were paired with a research scientist in the humanities, social, life or physical sciences. Each student participated in a research project and presented their findings at a symposium. At a special celebration for families, one ENLACE parent commended “[t]he passion that the students showed in the projects that they chose and the commitment of the mentors and professors to inspire students.” ENLACE students participated in these summer programs through generous support from UCSB’s Chancellor’s Outreach Advisory Board and the Office of Campus Outreach Initiatives.

Parent Leadership

This fall, ENLACE will launch, with the assistance of MALDEF (the Mexican American Legal Defense and Educational Fund) a new program serving Latino parents in Santa Barbara, Ventura, and Oxnard that will enhance their involvement in local K-12 school matters. Parents will be invited to a series of workshops that will focus on issues such as understanding the school system, parent rights and responsibilities, the road to the university, financial aid, and the politics of education. If you would like to know more about this Parent Leadership Initiative, please contact Eugenia Ambrocio, ENLACE Parent Advocacy Coordinator, at (805) 893-2161. ❖❖❖

For more information, contact Claudia Martinez, ENLACE Director, at: (805) 893-8677.

EAOP Offers Study Group Experience to **Proyecto Access**

By Phil Lawson, EAO Academic Services

For the third year in a row, middle and high school students from Oxnard districts attended the Proyecto Access summer program supported by Oxnard College, NASA, CTFMS, and various schools and districts in and around Oxnard. Over 170 students spent 6 weeks attending classes in Logic, Physics, Engineering, and Problem Solving while taking field trips to college campuses (EAOP hosted one to UCSB).

As a Proyecto Access pilot this year, EAOP staff taught a course on how to organize and use study groups. Lessons stressed that students can understand more about their learning habits by participating in study groups, which they can later create on their own with peer support during the school year.

The class met daily for two weeks, breaking students into small groups to share individual learning style survey results and ideas about group learning. During the second week, actual class-level material was provided by teachers and used in group exercises and activities. Presenters taught the students to

apply their learnings about communication skills and learning styles. For example, extroverts had to ensure that introverts were given a chance to contribute to the group.

The experience was vigorous and sometimes cumbersome, but all in all, students and staff had a positive time. Many thanks should go out to the staff and students of Proyecto Access for their patience and attentiveness during this study groups pilot exercise. ❖❖❖

For more information, contact Phil Lawson at: <lawson-p@sa.ucsb.edu>, (805) 893-5184.



Proyecto Access students are all smiles in their study groups.

EAOP Offers **Academic Enrichment Classes**

By Phil Lawson, EAO Academic Services

Students at Channel Islands and Hueneme High Schools were offered elective credit courses this year called “Academic Enrichment Program” and “Advanced Reading Techniques.” The 90-minute classes met once a week after school or during lunch for 15 weeks. The curriculum included the California Virtual High School on-line test prep program, Kaplan’s Achieva (at CIHS), and SkillsBank and ABC Clio (at HHS). Additionally, students completed learning skills packets and weekly readings prepared by EAOP.

The on-line *Test Preparation* services provided students and EAO staff weekly

progress reports, helping the staff to evaluate and recommend changes to students in their approaches to test prep challenges. An extremely valuable *Vocabulary Building* feature also helped students to build mastery of words, some students mastering between 150-350 words during the course.

As a pilot effort this year, EAOP and the partner schools hope to secure external resources to expand course offerings and attendance—giving more students access to quality academic enrichment, college advising, and test preparation. ❖❖❖

For more information, contact Phil Lawson: <lawson-p@sa.ucsb.edu>, (805) 893-5184.

The Academic Writing Partnership: Expanding Collaborations

By Ilene Miele, UCSB Writing Program

An ongoing project now starting its 4th year, the Academic Writing Partnership (AWP) supports instruction in academic reading and writing skills at UCSB's partnership high schools. The AWP sends UCSB Writing Program faculty (who are also teacher-consultants with the South Coast Writing Project) to schools in Ventura County to participate in English, history, AVID, and other content-area courses as guest presenters and co-teachers. By connecting high school teachers and their students to the university, this project aims to develop awareness of the expectations for college level academic work and to help students gain confidence in their abilities to succeed at the university.

In 2002-03, AWP served 18 teachers and over 800 students within Ventura County at the following schools: Channel Islands High, Fillmore High, Hueneme High, and Santa Paula High.

Beyond Teacher to Teacher

The AWP espouses the National Writing Project model of teachers learning from one another. In the past year, that collaboration has extended beyond the teacher-to-teacher framework. In addition to serving as co-teachers and as consultants to teachers, Writing Program lecturers Heather Horn and Ilene Miele also collaborated with Early Academic Outreach Program site coordinators. At Fillmore High School, EAOP site coordinator Coleen Bryan initiated plans for college essay workshops that were developed and led by Heather Horn. Heather worked with Susan Amey's 11th grade honors and college prep classes.

In March, Ilene Miele worked with site coordinator David Gallegos to arrange a campus visit for a group of Hueneme High School students. Joined on their tour by Hueneme graduates attending UCSB, the high schoolers had the opportunity not only to meet with Campus Outreach Representatives to learn about programs and services

available to them, but also to share their mentoring experiences as HHS Ambassadors.



UCSB students at Hueneme High School (L to R): Hueneme teacher Randy Sandford, Melissa Olague, Antonio Reza, Michelle Perez, UCSB lecturer Ilene Miele, and Felipe Tolentino. In front: Kathryn and Karyn Moraga.

Students Making a Difference

With David's assistance, Ilene later helped the Hueneme graduates to develop some mentoring plans of their own: forming a campus organization (Community Outreach Ambassadors) to conduct student-initiated outreach this year. Six of these committed Hueneme grads returned to the high school in May to speak to sophomores and juniors. Each pair of UCSB students met with eight different social science classes, discussing motivation and preparation for the college experience and answering questions about everything from finances and grades to food and sports. Afterwards, the UCSB students met informally with teachers and high school students for a pizza lunch—contributed by Campus Outreach Initiatives and hosted by department chair Randy Sandford. The high school teachers were as impressed with the presentations and follow-up discussions as the students were and commended the graduates for their candor and maturity and for their efforts to inspire success in their home community.

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A Summer of Science Institutes

By Tom Ostwald, SCSP Director

The South Coast Science Project has been very active during the summer of 2003. Three teacher professional development institutes were carried out, two for middle and high school teachers and one for teachers of grades 4-5.

From June 23-27, 16 physics and physical science teachers from Santa Barbara and Ventura Counties studied concepts in motion as well as uses of classroom technology. They expanded their repertoire of ways to convey to students the ideas of force, motion, vectors, tension, flight, and even cosmology. UCSB Physics Department lecturers Jatila van der Veen, Roger Freedman, and professor Elisabeth Gwinn contributed their time to provide stimulating classes.

Then 23 biology and life science teachers from Santa Barbara and Ventura Counties spent 5 days learning aspects of biology, especially as they related to the area of Ecology. Several UCSB faculty, including Tom Dunne (Environmental Science), Josh Schimel (Ecology), John Melack (Ecology), and Jordan Clark (Geology) gave insight into current research. The teachers learned about inheritance, genetics, the uses of the scientific method in the local ecology, marshland rehabilitation, as well as issues of teaching and learning and assessment.

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Science Institutes

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From July 7-18, 31 teachers of 4th and 5th grade from Ventura, Santa Barbara, and Lompoc came to Ventura College to focus on the physical science portion of the state standards. They studied chemistry for 5th grade science classrooms and electricity and magnetism for 4th grade science. Many hands-on investigations were attempted, so that the teachers would be prepared to take them back into the classroom with their students. Drs. Petra van Koppen (Chemistry) and Helen Hansma (Physics) provided the substance of a field trip to the UCSB campus on July 14. These teachers will be getting back together three times over the next school year to continue their studies and reflect on the implementation of science in their classroom. ❖❖❖

For more information, contact Tom Ostwald at: (805) 893-5663, <tom@education.ucsb.edu>.



Chancellor Yang welcomed UCSB partner school educators at the Ed Trust training in Camarillo.

SUP and Ed Trust Conference: Closing the Achievement Gap

By Kelley Baeza, SUP Assistant Director

In May, approximately 100 teachers and counselors from UCSB School-University Partnership (SUP) schools in Santa Barbara and Ventura Counties attended a conference by Ed Trust-West on raising student achievement. The conference was co-sponsored by UCSB's SUP, EAOP, and *ENLACE y Avance* programs and the Ventura County Office of Education. The purpose of the day was to increase educators' understanding of the achievement gap and to inspire partnership school personnel to engage with SUP and Education Trust to systematically improve educational outcomes in our schools.

After a welcome from Chancellor Henry Yang and Gevirtz Graduate School of Education Dean Jules Zimmer, Ed Trust's Russlyn Ali presented a session entitled "Dispelling the Myth," giving a profile of the achievement gaps nationwide and citing data specific to our partner schools. Her presentation outlined possibilities of improving overall student achievement using strategies such as analysis of master schedules, access to college preparatory classes for all students, teacher professional development, adaptation of the role of school counselors, and data-based decision making. High performing schools, districts, and states were illustrated in the presentation to help dispel the myths about inequities.

Ed Trust's Mike Davitt presented the next session, "Master Schedule Analysis." Coordinated by a school team including administrators, teachers, parents, central office personnel, and community leaders, a master schedule analysis helps schools to identify actions that promote achievement in all students. By collecting and analyzing data from the master schedule, school calendar, staff roster, and student



Teachers from Santa Paula, one of UCSB's partnership school communities, ponder methods of closing the achievement gap during the Ed Trust Conference.

transcripts, the team unveils strengths and barriers to student achievement, identifying ways to optimize resources. Some of the critical questions the teams focus on include: "Do all students have access to a high level academic curriculum? Which students have the highest-qualified teachers? How rigorous are course offerings?"

Other breakout sessions included one that focused on how to accelerate the achievement of older, skill-deficient high school students and another that discussed the transformation of the school counselor role through leadership, advocacy, collaboration, and use of assessment data.

Evaluation results of the day indicate that the teachers are interested in engaging in achievement gap-closing strategies at their local schools. SUP is actively pursuing collaboration with Ed Trust to provide information and services for the upcoming academic year. SUP and UCSB's four California Subject Matter Projects will be integral in the implementation of rigorous course work, real college preparatory courses, and in professional development for teachers and counselors in the partner schools. ❖❖❖

For more information about SUP professional development offerings, contact Kelley Baeza at: kelley@education.ucsb.edu, (805) 893-5663.

SUP's Strategic Use of **Staff Development Days** Continues

By Kelley Baeza, SUP Assistant Director

UCSB's School-University Partnerships (SUP), in collaboration with UCSB's four Subject Matter Projects, began the year of professional development by providing Fillmore High School staff with an August day focused on English Learners. The entire staff met for a session titled "English Language Learners: What Encourages Learning?" Presenters Maria Guzman and Kelley Baeza modeled successful pedagogical strategies in mathematics problem solving. The lesson, presented entirely in Spanish, allowed teachers to grapple with the real learning difficulties experienced daily by their EL students and to identify specific teaching strategies and lesson modifications which would encourage student learning. By experiencing and identifying lesson components such as vocabulary lists, use of realia, grouping strategies, and varied learning styles, teachers will be more likely to implement the strategies in their own classes for the benefit of their many English Learners.

The staff development day also included four different content area breakout sessions. UCSB's Rosemary Cabe and Harvey

Green (Writing Project), Tom Ostwald (Science Project), and Maria Guzman and Kelley Baeza (Math Project) facilitated these sessions designed to increase the knowledge of SDAIE (Specially Designed Academic Instruction in English) strategies within content areas. Evaluation results from the day reveal that teachers were provided with high quality and useful information, increased their knowledge of services, and got new ideas to take back to their classrooms. In fact, due to their overwhelmingly positive

response, SUP has been invited back to every school in which they have used this conference model of staff development.

The inservice day at Fillmore High School marked the beginning of professional development services offered by SUP this year. Trainings scheduled to take place at other partner schools will focus on topics ranging from content articulation and technology in social studies to benchmark data analyses. ❖❖❖

For further information, contact Kelley Baeza at: (805) 893-5663, <kelley@education.ucsb.edu>.

"The lesson taught in Spanish gave me tremendous insight into the English Learner experience"

--Fillmore High School Teacher at SUP Staff Development Day

The Academic Writing Partnership

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Give and Take

At Santa Paula High School, student to student connections were also being forged by Heather Horn, who collaborated with Basil Augustine and worked with his two senior college prep classes on essay writing and pre-writing strategies. The students completed a letter-writing assignment, part of a letter exchange with students attending Writing 1 classes at UCSB. The UCSB students provide essential local knowledge about college life and their letters work as a model of effective writing for the younger students to emulate. The assignment also enlarges the sense of audience for both groups, enhancing their motivation by providing them with a genuine reason to communicate. However, the letter exchange promises significant affects beyond those experienced by the initial writers. Two letters written by UCSB students for this assignment were published recently in the Writing Program's second issue of *Starting Lines*. Freshman Kevin Saddi won a 1st place prize for his letter to a Santa Paul High School student and was congratulated for excellence in writing by Dean David Marshall and Dean Alan Wyner at the *Starting Lines* award ceremony in June. When *Starting Lines* is used as a text for Writing 1 this year, these letters will reach out to new classes, creating cross-grade communication and contributing to skill development for many more student writers not only in partnership high schools but here at UCSB as well.

Fond Farewells

This fall marks not only the start of our fourth year but also some important changes. Heather Horn, who was instrumental in designing the pilot program and securing funding for the Academic Writing Partnership, will leave the Writing Program and the partnership this fall. Her leadership in solving problems and in establishing and maintaining collegial academic relationships will be sorely missed. We wish her well in her new position as Resident Faculty member in English at Chandler-Gilbert College in the Maricopa County Community College District, now the largest community college system in the country. We look forward to seeing her in San Francisco for a presentation on the role of collaboration in the AWP at the annual convention of the National Council of Teachers of English (NCTE) in November.

New Partners

As we say farewell to Heather, we welcome two new consultants, Kathleen Russell Hardin and Elizabeth Schott, both Writing Program lecturers and teacher-consultants with the South Coast Writing Project. ❖❖❖

For more information about AWP, contact Ilene Miele at: <miele@writing.ucsb.edu>, (805) 893-3788.

Santa Paula Teacher Honored



Honored SPHS teacher Margaret Booker.

The California History Social-Science Project (CH-SSP) and the UCSB History Associates are pleased to announce that the 2003 “Outstanding Educator in the CH-SSP” was awarded to Margaret Booker from SPHS. The prize included a \$500 honorarium.

Working as a librarian for many years, Margaret chose a second career as a high school teacher in 1986. For 17 years she has dedicated herself to students at Santa Paula, where she was born and raised. She taught world history, geography, and driver’s education. Margaret was also recognized for her exceptional leadership and support of her colleagues.

This past spring Margaret reluctantly made the decision to retire. She is looking forward to traveling with her husband Charlie and visiting her grandchildren. Despite this, the CH-SSP partnership hopes to call on Margaret’s energy and enthusiasm in future endeavors. Congratulations Margaret!



On the Road to a Gigabit: Center Receives Prestigious Award

By Judith Green, Carol Dixon, & Hsiu-Zu Ho, CTSJ Co-Directors

The Corporation for Education Network Initiatives in California (CENIC), whose Digital California Project makes available the high bandwidth network to every county of the state, awarded the UCSB’s Center for Teaching for Social Justice (CTSJ) their “On the Road to a Gigabit Awards” in the Education category for their innovative distance learning work with teachers and students. The award was presented in May at the CENIC 2003 Conference at Fess Parker’s Doubletree Resort in Santa Barbara to Judith Green, UCSB Professor of Education, and Gail Desler, Elk Grove Unified School District teacher.

Patera School), Carol Dixon (Co-director of the CTSJ), Hsiu-Zu Ho (Co-director of CTSJ), Elizabeth Grace (Coordinator of Technology), Kambiz Ebrahim (Technical Director of the Multi-Media Research Center of the Gevirtz Graduate School of Education), Bill Doering (Director of the Information Technology Group), and the UC Office of the President.

The founding faculty of the CTSJ—Drs. Carol Dixon, Judith Green, Hsiu-Zu Ho, and Sheridan Blau—work with graduate students and local K-12 teachers to develop and research classroom practices that both teach and practice social justice. A central premise of the CTSJ is that for children to become fulfilled, productive, ethical adults, they must experience social justice and learn about injustice.

These are difficult topics for students as well as teachers, and both must be given the support and resources for developing tools to think about such complex ideas. CTSJ faculty work collaboratively with teachers to identify ways these teachers create rich inquiry environments with their diverse students. Faculty also support teachers in developing and sharing their innovative student inquiry approaches in which students share local research with other students across the state in virtual research meetings.

The Center for Teaching for Social Justice is creating a unique blend of research and practice, advanced technology and history, social issues and academic inquiry to improve the education children receive and the world they will inhabit. For more information about the Center, log on to their Web site at: <http://education.ucsb.edu/socialjustice/>. ❖❖❖

For more information about CTSJ, contact Judith Green at: green@education.ucsb.edu, (805) 893-4781.



Dean of the Gevirtz Graduate School of Education Jules Zimmer congratulates faculty members Judith Green, Hsiu-Zu Ho, and Carol Dixon for their CENIC Education Award.

Dr. Green, who is also a Faculty Outreach Grant recipient, and Ms. Desler served as coordinators and facilitators of the event that led to this award, but many other individuals and organizations contributed to the CTSJ activities and are, in fact, co-recipients. Those colleagues include: Jean Rogers-O’Reilly (a 6th grade teacher at Washington Elementary School whose students exchanged their expertise with Ms. Desler’s students during the distance-learning event), Beth Yeager (Coordinator of Programs), Ralph Cordova (Coordinator of Research and Teacher at La

MESA Banks on Professional Development

By Phyllis Brady, MESA Schools Program Director

MESA Schools Program (MSP) depends upon middle and high school teachers to connect with and deliver services to pre-college students and families. Teachers have immediate contact and inspirational opportunities with students. As models and facilitators, teachers can help students carve out college paths and engage in STEM (science, technology, engineering, mathematics) study and careers.

Even with budgetary cutbacks, the UCSB Engineering Student Support Center is getting *more bang for the buck* by investing in professional development of MESA teacher-advisors. The plan is to reach motivational teachers, promote collaboration, and furnish teachers with student activities, materials, standards alignment information, and MESA program strategies. This involves providing opportunities for teachers—experienced and new MESA Advisors—to share strategies, struggles, and resources with each other, and to receive ongoing support from professional and academic advisors through school-site visits by MESA staff, Advisors meetings, and two-way communication.

Last June, over 20 UCSB MESA Advisors from



While blindfolded, MESA Teacher-Advisors practice oral and tactile problem-solving and team-work strategies, under the guidance of MESA Consultant Josephine Vasquez.

Santa Barbara and Ventura Counties participated in a 2-day (plus overnight) Professional Development Institute and Retreat, held at the Rancho Santa Barbara Marriott in the Santa Ynez Valley. Facilitated by Josephine Vasquez and Elena Nuno, MESA Consultants from Fresno, and Phyllis Brady, UCSB MSP Director, teacher-advisors participated in small group problem solving and reporting, panel discussions, and interactive experiences. Participants explored areas such as the recruiting and retaining of students, the role of MESA Advisors, school calendar planning, and development of Web sites. Some of the Team activities that the teachers experienced and learned how to implement with their own students were: *Conocimiento*, *Draw What I See*, *Toxic Waste*, *MESA Bucks & Auction*, and *Moon Walk*.

Based on the overwhelmingly positive evaluations of the MESA Institute, there are plans for a Mini-MATI (MESA Advisors Training Institute) to be held in the Winter 2003 with teachers, staff, and consultants from MESA Centers in the Central Area: UC Santa Barbara, UC Santa Cruz, Cal-Poly SLO, CSU Bakersfield, and CSU Fresno.



For more information about the MESA Program and opportunities for teachers and students, contact Director Phyllis Brady at: (805)893-8333, <pbrady@engineering.ucsb.edu>. You can access the MESA Web site at: <www.engineering.ucsb.edu/~essc/>.

CH-SSP Outreach in Kern County

By Margaret Rose, CH-SSP Co-Director

With crucial support from the UCSB Office of Campus Outreach Initiatives and the Chancellor's Outreach Advisory Board, the California History-Social Science Project (CH-SSP) held its 7th annual showcase



CH-SSP presenters at the Bakersfield Showcase Conference included (L to R): Margaret Rose, Bradford Knickerbocker, Sherri Peckler, Joan Kerr, Lila Perez, and Susan Shaffner.

conference at California State University, Bakersfield on April 26. Over 75 K-12 teachers, students, parents, county administrators, and university faculty participated in the program entitled, “**History-Social Science: A Gateway to Literacy.**”

The program included standards-based lessons for grades K-12 that demonstrated effective uses of primary sources, modeled strategies for meeting the needs of English Learners, integrated history with literature and the visual and performing arts, included a variety of assessment strategies, addressed current

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History Outreach in Kern

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issues in history education, and were ready to be implemented in the classroom.

As part of the luncheon, conference attendees were able to view winning performances by Kern County History Day students. Students from Fruitvale Jr. High presented, *"They Responded to the Call,"* about the Vietnam War. One student from Liberty High School showed his PowerPoint documentary on *"Somalia: A Study of Peacekeeper Rights and Responsibilities."* Two LHS students collaborated on an exhibit titled, *"The Water Vampire: The Los Angeles and Owens Valley Controversy."* Two more students exhibited their work on *"Power of the Presidency,"* and *"The Supreme Court."* The students inspired the group with their research, knowledge, and confidence.



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

CH-SSP Teachers Make History

By Margaret Rose, CH-SSP Co-Director

Thanks to the critical support of a Faculty Outreach Grant offered by the UCSB Chancellor's Outreach Advisory Board, the California History-Social Science Project (CH-SSP) held its 7th professional development institute for K-12 teachers in central California. From July 7–25, seven UCSB faculty members collaborated with 22 teachers in exploring the theme, **"Making History: Ordinary People, Extraordinary Choices."**

Teachers participated in a wide variety of presentations reflecting the theme from "The Christian Martyrs," by Hal Drake, "The Struggle for Freedom in England and France, 1649–1918," by Sears McGee, "Sons and Daughters of Liberty: Ordinary People in the American Revolution," by Pat Cohen, "Making History: The Migrant Voice in Art, Song, and Literature," by María Herrera-Sobek, and "Minamata: Industrial Pollution and the Quality of Life Movement in Japan," by Luke Roberts. "Every one of the guest presentations," noted one admiring participant, "was intellectually stimulating and greatly beneficial to my teaching."

In addition, teachers conducted research for their own projects, touring the Special Collections Department at the Davidson Library to locate primary sources for lesson plans. After finding some original materials and trying out new teaching strategies, one

participant reported, "I am excited to teach history using some of these primary documents."

Several teachers shared their work-in-progress with their institute colleagues. Lompoc teacher Eileen McMillen offered her 3rd grade lesson,

"Yesterday is History—The Diary of Caroline Richards, 1852–1872." Eighth grade teacher Mariesa Chavez from Isbell Middle School in Santa Paula demonstrated, "Harriet Tubman and the Underground Railroad," incorporating useful strategies to meet the needs of English Learners. Adam Lucas from Barbara Webster School, also in Santa Paula, presented his PowerPoint lesson, "John Chapman: America's Gentlest Pioneer." It is sure to be a hit with his 2nd grade class.

Teachers from the central San Joaquin Valley also attended the 3-week program. Bakersfield teacher facilitator Yolanda Espinoza researched, "Doña Gracia Mendes Nasi: The Spirit of the Just Endures," to elucidate the impact of the Spanish and Portuguese inquisitions on Jews in the Iberian Peninsula for her 7th grade students. Her colleague, Susan Shaffner, developed an 8th grade lesson, "... There Must be Something for Me to Do," on Dorothea Dix's social reforms for the infirm and the mentally ill in pre-Civil War America for her students in Shafter, California. Eleventh grade teacher Curtis Wilson taught, "Depression, Demagogues, and Democracy" for his students at Hanford High School.

Participants praised the summer program for "recharging their creative batteries," for the time to develop new materials, for the space to collaborate, and for the opportunity to achieve personal and professional growth. Wrote one teacher, "This institute gave teachers the time for collaboration. I cannot begin to explain how valuable that is for a new teacher." Another teacher appreciated the opportunity to work with such talented and interesting colleagues. "I especially enjoyed having such a diverse group, from kindergarten teachers all the way to high school. This diversity brought in fresh ideas on how to present material and a renewed appreciation for my colleagues." Another teacher noted, "I found this summer program to be invaluable! The strategies and tools have greatly enhanced my teaching

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CH-SSP Institute teacher participants pose by the whale bones at the Santa Barbara Natural History Museum.

IIMPac Reflections by the SCWriP Team

By Rosemary Cabe, Wynn Clevenger, Tim Dewar, and Harvey Green

This past year has presented the opportunity for considerable expansion of our original UCSB FOG (Faculty Outreach Grant) for the IIMPac Program here at the South Coast Writing Project (SCWriP). The work we began with three middle schools in Lompoc and Santa Maria spread to Lompoc High School, La Cumbre and Carpenteria Middle Schools in Santa Barbara County, and OceanView, Fillmore and Frank Intermediate schools in Ventura County.

In the coming year, the work will continue at the middle and high schools, but thanks to a new FOG Grant for the 2003-04 school year, the *Elementary Collaborative*, we will be expanding the program to work with some of our feeder elementary schools in Santa Barbara and Ventura Counties. We are grateful for the opportunity.

Our IIMPac workshops operate on the model of the National Writing Project, which is collaborative and acknowledges that teachers are the best teachers of other teachers. Teacher participant response has convinced us that they appreciate the opportunity to be recognized for the many skills they possess and as having expertise in their field.

In our meetings, there is a focus on looking at student work to guide instruction, and we have discovered the many benefits of

collaborative groups sharing insights and strategies on student work samples. Additionally our workshops give participants the chance to engage in the literacy activities that they assign their students.

This coming year will be a challenging one, full of opportunities to work with new groups of teachers and to maintain the relationships already established with continuing teachers. The potential for articulation between the upper elementary and middle school teachers is very motivating and a direction we consider to be essential for continued school improvement. ❖❖❖

For more information, contact Rosemary Cabe at: (805) 893-5023, <rcabe@education.ucsb.edu>.



IIMPac teachers share group insights about student work.

Site Coordinator Model Showcased

By Britt A. Ortiz, EAOP Director

The EAOP-SUP Partnership School Site Coordinator model was showcased at the 2003 *California K-16 Partnership Conference* held on June 25th and 26th at Cal State University, Long Beach. UCSB EAOP staff conducted a panel discussion about the implementation process and success of the site coordinator model to date. The 90-minute workshop was entitled "Partnership School:

The Outreach Site Coordinator Model: School Wide Integration of EAOP-SUP Outreach Services and Fostering a College-Going Culture." The panelists included UCSB EAOP staff members Nicole Wong (Lompoc High Site Coordinator), David Gallegos (Hueneme High Site Coordinator), Stuart Levine (East Ventura County Academic Cluster Coordinator), and Britt A. Ortiz (EAOP

Director).

Panelists discussed a number of topics related to the selection of the UCSB partnership schools, the site coordinator implementation process, partnership school service and relationship history, and challenges and success stories.

One critical area of discussion was around how the site

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Making History

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repertoire. I have not only become a better teacher but also a better student of history."

Institute teachers are waiting to hear about a return to UCSB for a follow-up to observe the work of colleagues who are field testing the lessons developed during the summer. If funding can be obtained, teachers from El Rio, E.P. Foster, Brandon, and Isla Vista will be invited to share their materials and insights.

In addition to the opportunity to develop and test new curricula in a collegial and stimulating setting, participants received a \$1,000 stipend. Many teachers look forward to informing their colleagues about the rewarding professional development programs at UCSB. Concluded one satisfied participant, "*This has been the most intense and self-fulfilling institute I have ever had the pleasure to attend.*" ❖❖❖

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Site Coordinators

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coordinator has been integrated into the fabric of the school, and how this has facilitated the process of creating a college going culture. Through the provision of integrated outreach and professional development efforts, rigorous academic support services, the establishment of strong ties with administration, and on-going family engagement efforts, tremendous positive changes are taking place in the UC application, eligibility, and enrollment rates from UCSB partnership schools. The formation of a college-going culture has begun to emerge at several of the sites because of the collaborative teacher-centered efforts of SUP and the integrated student-centered services and activities of EAOP.

With over 500 colleagues and education professionals attending the conference, many had the opportunity to stop by and hear about UCSB's new and innovative approaches that utilize peer outreach efforts to motivate younger middle school and elementary school students, high school peers, and parents. ❖❖❖

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Summer Partners in Mathematics

By Maria Gutierrez-Guzman, TCMP Director

This summer, the Tri-County Mathematics Project (TCMP), in collaboration with various school districts, sponsored three mathematics institutes for teachers. The goals for the institutes were to support teachers' growth in the understanding of mathematics, to communicate mathematics education issues, and to build support networks.

The first institute, (co-directed by Maria Guzman, Michael Hunt, and Jody Collitte), was titled "Meeting the Challenge: Improving the Achievement of all Learners" and held in partnership with Oxnard School District. This algebra institute addressed the mathematics content of variables, linear equations, and polynomials while folding in issues of literacy in mathematics, institutionalized racism in schools, and mathematics instruction of students with special needs. Twenty five teachers from grades five through high school participated in the one-week institute.

The second TCMP institute can be attributed to the dedication and commitment of Helen Shimato, a TCMP 1990 participant. To meet the needs of many different teacher schedules in the Antelope Valley, TCMP, Westside Union School District, and California State University at Bakersfield Math Project organized a mathematics institute to run July 21–25 and August 4–8. Forty teachers enrolled and ten teachers were on a waiting list for this professional development in Lancaster, which offered teachers a choice of attending the first week, second week, or both weeks. While the first week mirrored Oxnard's Algebra Institute, the second week concentrated on concepts beyond linear equations and dealt with pedagogical issues, California State High School Exit Exam (CAHSEE) standards, and the change process.

The third institute held August 18–22 in Oxnard invited high school teachers to

engage in the mathematics of the California High School Exit Exam (CAHSEE) to strengthen their content understanding and strategies and to better prepare their students. Each morning 32 teachers experienced activities on one mathematical strand of the CAHSEE such as Geometry, Algebra, Data Analysis, Number Sense, and Mathematical Reasoning. The afternoon sessions offered the teachers time to investigate mathematical software and to address various educational issues including questioning techniques, institutionalized racism, and differentiated instruction.



TCMP teacher participants make the grade under the guidance of Director Maria Gutierrez-Guzman.

Tri-County Mathematics Project is grateful for the collaborative relationships with districts which made it possible to have three institutes this summer. By sharing the costs of facilities, stipends, and materials, more teachers experienced successful and meaningful mathematics professional development. Reflections from the attendees indicated they learned more mathematics, have an increased understanding of educational issues, and have built a supportive community. Many thanks to the directors Maria Guzman, David Murphy, Denise Mczewski, Debbie Chappell, Jim Short, Lilia Zambrano, Terrie Romines, Michael Hunt, and Jody Collitte for their efforts. ❖❖❖

For more information, contact Maria Gutierrez-Guzman at: <guzmanm@education.ucsb.edu>, (805) 893-8355.

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Outreach Calendar of Events

September 2003 - April 2004

September 2003

Sept 6: Hope Fest 2003, Ventura County
Sept 13-14: Move-in days in the Residence Halls, UCSB
Sept 22: Fall Quarter instruction begins; Registration
Deadline for new and returning students, UCSB

October 2003

October: Fall Preview Open House for prospective students, UCSB. (Visit Web page for dates/times: <www.admit.ucsb.edu/vcen/OpenHouse.asp>)
Oct 1: UC Pathways online admission application site opens for Fall 2004 applications
Oct 10: Student Initiated Outreach Program (SIOP) Fall Application Deadline (1)

November 2003

Nov 1-30: UC Fall 2004 Application filing period
Nov 7: UC Faculty Outreach Conference, Oakland
Nov 7: SIOP Fall Application Deadline (2)
Nov 11: Campus Holiday
Nov 22: EXPLORE: Career Awareness, Santa Maria
Nov 22: CTFMS Fall Symposium
Nov 27-28: Campus Holidays
Nov 30: UC Application Deadline for Fall 2003 Admission

December 2003

Dec 6: EXPLORE: Career Awareness, Santa Maria
Dec 25-26: Campus Holidays

January 2004

Jan 1-2: Campus Holidays
Jan 5: Winter Quarter instruction begins, UCSB
Jan 16: SIOP Winter Application Deadline (1)
Jan 19: Campus Holiday
Jan 24: College Board AP Teachers Conference, UCSB
Jan 30: UCSB Faculty Outreach Grant proposal deadline

February 2004

Feb 13: Student Initiated Outreach Program (SIOP)
Winter Application Deadline (2)
Feb 16: Campus Holiday

March 2004

Mar 1-30: UCSB Admissions Notifications period
Mar 2: Free Application for Federal Student Aid (FAFSA) Application Deadline
Mar 6: Santa Barbara County Parent Conference, Lompoc High School
Mar 29: Spring Quarter instruction begins, UCSB

April 2004

Every Saturday: Campus tours available, UCSB*
April 16: 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>