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UCSB's [Fiona Goodchild](#) receives National Science Foundation's Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. *Details on Page 10.*

UCSB Student Rocío Hernández Reaches for the Stars

By Lorena Cristina Bañuelos, Outreach Graduate Student Researcher

At only 20 years old, Rocío D. Hernández already represents what everyone would consider a "success." A third year Chicana and Chicano Studies major, an Honors Program participant in the College of Letters and Science, a Spanish minor, an EAOP undergraduate tutor, and a UCSB Ambassador student from Fillmore High school, Rocío is looking forward to graduate school and a future working in Outreach.

Rocío, the daughter of immigrant parents from México, was born in Ventura. She identifies as Mexicana and Chicana. For most of her life, she lived with both of her parents and two brothers in Rancho Sespe, an agricultural housing community in Fillmore. Although her mother has a college education from México, after immigrating to the U.S., she found

herself working in the fields and later at a lemon-packing factory. Her father went from working in the fields to construction. Rocío herself began to work at the age of 14. Rocío's parents have sacrificed to support their children's education and have remained in the U.S. for over 25 years, after an unaccomplished dream of returning to Mexico.

Rocío believes that parent involvement is one of the most important factors in their children's education. She recalls the many times her mother

would "get out of work just to take a picture of me receiving a certificate. She would take her lunch time to be there for me." Rocío remembers her parent's involvement in award ceremonies, ice cream socials, and other school events. "Parent involvement makes a difference," affirmed Rocío.

Rocío's mother, a board member for the Rancho Sespe housing community, has been a model for much of what Rocío has accomplished. In high school, Rocío was involved in MEChA, CSF, and held an office in ASB.

While in high school Rocío was an EAOP student and would attend various UCSB Outreach presentations. Her friends always looked up to her, and although she herself did not know the ins and outs of filling out applications or financial aid

forms, she would try to answer their questions about college. She would spend her lunch times at the career center using the resource computer and the rest of her free time working and keeping her grades up. She remembered asking Sal Soto, EAOP counselor, what she needed to do to become a counselor, and he provided her with very helpful answers.

Rocío admitted that although she initially was not accepted to UCSB, with the encouragement of Jaime Vega, EAOP site coordinator, she wrote a letter of appeal. Two days later, she received her acceptance package in the mail. "There was no



UCSB undergraduate students play a critical role in working with K-12 students and their families.

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Director's Message

Joseph I. Castro, Executive Director, Campus Outreach Initiatives

Commitment is defined in the Webster's Dictionary as "an agreement or pledge to do something...". This edition of *Inside Outreach* provides many examples of the strong commitment that students and families in our region have made in pursuing and completing a higher education and the tremendous support that UCSB students, faculty and staff provide to help them achieve their goals. The front page of this newsletter provides two examples of commitment to outreach at the highest level. The commitment shown by Rocío Hernández and Fiona Goodchild serve as both a reminder and an inspiration during these challenging times.

Rocío Hernández, a graduate of our partnership high school in Fillmore, has become an active student and important role model at UCSB in less than three years. An Honors student, Rocío has distinguished herself in the classroom. Just as importantly, Rocío actively promotes higher education in Fillmore. As an Ambassador at Fillmore High School, she works closely with students and their families to inform them about the higher education system and how they should prepare for admission and enrollment.

Rocío points out the vital importance of parental involvement as a key to student success. Rocío's mother, while balancing the many challenges of parenthood, found the time and energy to make a commitment to Rocío. I don't know Rocío's mother, but I know many mothers, fathers and guardians like her who make such an enormous contribution to the success of our young people through the unwavering commitment of time, energy and attention.

For many years, Fiona Goodchild has demonstrated her commitment to providing new educational opportunities for all students, particularly those from disadvantaged backgrounds. As the Education Director for the Materials Research Laboratory, Fiona has made valuable contributions to serving the educational needs of local students.



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

Fiona's excellent work has earned her the National Science Foundation's Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. Fiona received this prestigious award at a special ceremony on March 18 in Washington D.C. This award recognizes Fiona's unwavering commitment and dedication to this work. Congratulations, Fiona!

Finally, on this page and the next, you will find the newest recipients of our Faculty Outreach Grant Program and our Student Initiated Outreach Grant Program. These recipients are among our most talented and committed faculty and students who are engaged in educational outreach.

Thank you to Rocío, Fiona and others in our community who demonstrate such a strong commitment to serving the educational needs of local students. They help to remind us of how important this work is and why we must remain committed to it now and in the future.



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

The Chancellor's Outreach
Advisory Board
congratulates...

UCSB Faculty Outreach
Grant (FOG)
Award Recipients & Project
Coordinators 2002-2003

Academic Writing Partnership
Susan McLeod, Heather Horn, &
Ilene Miele
Writing Program

ArtReach
Tara Yosso, Guisela LaTorre, Geraldo
Aldana, & Marisela Marquez
Chicano Studies

Kids in Nature
William Murdoch & Jennifer Thorsch
Ecology, Evolution and Marine Biology

Making History: Ordinary People,
Extraordinary Choices
J. Sears McGee & Margaret Rose
History

Preparing Elementary Students for
Academic Reading and Writing:
The Elementary Collaborative/
Early Intervention Program
Sheridan Blau, Carol Dixon,
Hsiu-Zu Ho, Jason Raley,
Charles Bazerman, & Rosemary Cabe
Gevirtz Graduate School of Education

Transforming Lompoc Middle
Schools Through Ocean
Discovery
Steven Gaines, Carrie McDougall,
Miriam Polne-Fuller, & Scott Simon
Marine Science Institute

Student-Initiated
Outreach Program (SIOP)
Award Recipients 2002-2003

Academic Affairs Board
La Cuesta Outreach Program

American Indian
Graduate Student Alliance
2nd Annual American Indian
Family Day

Black Student Union
Annual Statewide Outreach Program

Community Affairs Board
ACT (Advancing College Transitions)
Mentor Program

Delta Sigma Theta Sorority
College Day at UCSB

El Congreso
La Raza College Day

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

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

Hip Hop Club
University Outreach Through Hip Hop

Lambda Theta Nu Sorority
Demonstrating Latina Leadership
Conference

Los Curanderos
Annual Pre-Health Conference

Los Ingenieros
Science and Technology Day

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

Pacific Islander Student
Association
High School Outreach

Radio Xicana
Lompoc Media Outreach Program

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:

Lambda Sigma Gamma/Gamma Zeta Alpha College Students Make a Difference!

by Lisa Prezkop, Associate Director, Admissions and Outreach Services

Student organizations at UCSB have demonstrated that Outreach to students is a total campus effort. UCSB is fortunate to have many student organizations committed to assisting the University towards its goal of enrolling a diverse student population. Using funds made available to student groups through the UC-wide Student Initiated Outreach Program (SIOP), student groups are able to organize outreach programs and bring students to the campus to share in the experience of University life.



Los Angeles area high school students join sorority sisters and fraternity brothers for a college overnight.

and Huntington Park High Schools in Los Angeles.

Participants spent two full days exploring the campus through campus tours, student panels, and visiting class lectures. In addition to the more formal sessions, participants learned about UC admissions and financial aid through a series of entertaining interactive games including "UC Jeopardy" and "Picture Scavenger Hunts."

The high school participants were all seniors and all current participants of the Telacu Talent Search Program. Their counselor, Cindy Gutierrez, accompanied them on the overnight visit. Ms. Gutierrez is a UCSB alumnus and former President of Lambda Sigma Gamma Sorority, Inc. UCSB is proud that graduates of our campus and active student leaders continue to give back to the educational community through professional service. ❖❖❖

For more information about SIOP, please contact De Acker at acker-d@sa.ucsb.edu, (805) 893-3778.

One such program this fall was the Lambda Sigma Gamma Sorority/Gamma Zeta Alpha Fraternity Overnight Program. Lambda Sigma Gamma Sorority, Inc. is a multiethnic sorority that carries the mission of promoting unity and higher education amongst women. The mission of Gamma Zeta Alpha Fraternity, Inc. is to establish and promote a nurturing environment at the university level and beyond through academic excellence, community service, and the celebration of the diverse Latino culture. Together last October 2002, these two organizations hosted thirty students from Garfield, Roosevelt,

Hermanos Unidos Awarded as Child Friendly!

The KIDS Network of Santa Barbara County assists the County Board of Supervisors each year with the Child Friendly Awards, established to honor individuals or groups who have made substantial contributions to children in our county. This year, the UCSB student organization *Hermanos Unidos* was recognized for their years of service to the community including their tireless dedication to the IV Teen Center, the IV Parks and Recreation Department, the Breast Cancer Resource Center, educational outreach programs, and countless other activities. The County Board of Supervisors will honor the group on April 1, 2003. Congratulations to Hermanos Unidos and thank you for your years of child-friendly service!

Personal Statement Workshops

Gain New Importance This Year

By Phil Lawson & Britt Ortiz, UCSB EAOP

This year EAOP Academic Services staff and the partner school site coordinators made a concerted effort to increase the number of UC Personal Statement Workshops provided for high school juniors, seniors, and English teachers. EAOP efforts kicked off in the summer with three Bakersfield area sites participating in Writing Academies specifically designed to enhance the writing skills of incoming seniors and produce a completed UC personal statement prior to the beginning of fall 2002. Outreach staff piloted workshops for teachers and counselors on how to write a UC personal statement in relationship to the comprehensive review process. Site Coordinators and the Academic Services team provided a number of UC Personal Statement Workshops in the fall designed to provide assistance for all seniors applying to the UC system.

The UC Personal Statement Workshops are designed to enhance the writing skills of high school seniors and to produce an application essay.

During summer 2002, EAOP Bakersfield staff coordinated, implemented, and facilitated three writing academies in Kern County. Forty students were able to participate and complete a UC personal statement. In the fall, EAOP Site Coordinators collaborated with Academic Services staff to provide 18 Personal Statement or Essay Writing Workshops at several of the partnership schools and selected target schools. Over 200 students received various hints, strategies, and examples of what should be included in the UC personal statement, what should be avoided, and how best to promote their stories of success, achievement, and overcoming of hardship (when applicable).

EAOP Outreach personnel also collaborated with over 60 faculty at a Hueneme High School's Positive Attendance Day to instruct them in the considerations and factors related

to developing a high quality UC personal statement. Hueneme High School is one of six UCSB partnership schools. Teachers there were somewhat surprised by the changes that have taken place in the requirements and application review process, and they also see the UC personal statement as a difficult assignment for students. Many senior English teachers now provide personal essay instruction in their college prep classrooms at Hueneme High School and other partnership schools. EAOP staff discovered that many of these courses are taught with an autobiographical orientation rather than the necessary structures and considerations that are required for the UC personal statement.

At Hueneme High School, many of the faculty that participated in the EAOP-led Personal Statement and Comprehensive Review Workshop found the autobiographical essay and the UC personal statement to be a considerably different in orientation and content. In the workshop that was conducted by EAOP staff members, David Gallegos and Sal Soto, many helpful tips were shared with teachers. They received an overview of the Comprehensive Review process and the inter-relationship between the UC personal statement and students "shining" during the review process. The goal of EAOP staff is to broaden the base of assistance and skill development associated with writing UC personal statements. By partnering with teachers, EAOP staff intend to impact and increase the number of potential applicants that have completed their UC personal statement prior to the UC application cycle in November. ❖❖❖

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

Santa Paula High School Increases College Prep Efforts

By Phil Lawson, UCSB EAOP

Santa Paula High School has dramatically increased the depth and breadth of test prep services and resources available for all students. This year EAOP Academic Services collaborated with SPHS counselors and teachers to provide SAT Test Prep courses for high school credit. The class was taught after school in three successive modules of 25 students. The majority of the nearly 75 students completing the eight 90-minute lessons were high school juniors. The modules covered various aspects of the exam and included test taking strategies for success on the SAT I and SAT II Writing and Math tests.

SPHS recently purchased *Inside the SAT* (Princeton Review) and *One-On-One with the SAT* (College Board) and placed applications at the Welcome Center and on the school's network. Students can now visit computer labs, the library, and classrooms to find test prep resources readily available. EAOP Academic Services coordinator Phil Lawson works closely with the school to increase student awareness and encourage use of the school's test prep software. Students are also encouraged to visit Web sites for additional assistance and skill assessment. ❖❖❖

For more information, contact Phil Lawson at lawson-p@sa.ucsb.edu, (805) 729-3254.

Fillmore SAT Academy:

Preparing High School Juniors for UC Admissions

By Coleen Bryan, UCSB EAOP

Juniors at Fillmore High School are getting a jump-start on the UC application process for next year. Thirty-five students have enrolled this year in the SAT Academy offered by UCSB's Early Academic Outreach Program.

The goal of the SAT Academy is to prepare students for the application requirements of the University of California. The SAT Academy will familiarize students with all aspects of the SAT I and II, and it will require students to fill out a mock UC application and to write a personal statement.

Participation in the SAT Academy is a tremendous step forward in making the goal of admission to the University of California a reality for students at Fillmore High School. ❖❖❖

For more information about the Academy at Fillmore, contact Coleen Bryan at (805) 524-6123, bryan-c@sa.ucsb.edu.

Science Opportunities for High Schoolers as Apprentice Researchers

By Wendy Ibsen, K-12 Education Programs Coordinator, CNSI, iQUEST & MRL

The Apprentice Researchers program, hosted by the California NanoSystems Institute (CNSI), is situated on the campuses of UCSB and UCLA. The summer program targets the scientific and technological possibilities of working at the molecular scale. During the course of the six-week program, high school students and teachers have the opportunity to do hands-on scientific investigations in a dynamic research environment. The students and teachers chosen for the program work with graduate student researchers in UCSB science and engineering laboratories, gaining first-hand experience in how science research is conducted.



Apprentice Researcher Daniel Sanchez and Advisor Mike Grundmann worked together on microwave electronics last summer.

Research projects vary from year to year, but last summer, UCSB Departments of Chemistry and Biochemistry; Electrical and Computer Engineering; Materials, Mechanical and Environmental Engineering, and Physics participated. Daniel Sanchez, an apprentice from Santa Maria High School, worked with Mike Grundmann, graduate mentor of Electrical and Computer Engineering. He spent his summer in the Microwave Electronics Lab using a probe station to investigate the polarization of nitrides. Daniel said, "The program gave me an incredible growth in the understanding of the college (undergraduate and graduate) experience, and education and career planning. It also enriched my social attitude and experience by giving me an opportunity to interact with the other apprentice researchers. I really spent a lot of time with them, and I was always impressed by their intelligence and attitudes. Overall, I met some pretty rad folks this summer. For a college-oriented student, I would have had a hard time coming up with a better way to spend a summer."

On Mondays, Wednesdays, and Fridays, the apprentices spend most of the day with their graduate mentors. Each apprentice works closely in the lab with her/his mentor, learning the operation and function of sophisticated laboratory equipment as well as the theory behind their work. Apprentices have the

opportunity to do an appreciable amount of hands-on experimental work and the chance to observe the academic and social environment of graduate student research. On Tuesdays and Thursdays, the apprentices receive basic instruction and practice in electronics and computer applications to give them the knowledge and skills necessary for successful lab work. In addition, they collaborate on experimental design and data analysis projects.

The communication of scientific ideas, both inside and outside of scientific settings, is an important emphasis in this program. Apprentices examine the significant elements in scientific discourse, including the need to learn specific terms, to be precise, and to consider their audience. For example, they learn to use everyday language and images when speaking to friends or family who are not familiar with the scientific content.

The Apprentice Researchers program will run this summer from June 23 - August 1. High school apprentices receive an educational stipend of \$1800 for their participation. All apprentices are expected to attend every day of the program and should consider their commitment to this program as they would to any job.

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UCSB Summer Sessions Shine!

By Tippi Lawrence, Outreach Coordinator, Summer Sessions

From on campus classes and institutes to distance learning and travel abroad, UCSB Summer Sessions offers a variety of programs with one just right for you!

There are over 650 summer session courses that will be available to continuing UCSB students. Sessions are 3, 6, and 10 weeks long and can be taken in any combination. While many of these courses satisfy general education requirements and pre-majors, students can enjoy smaller class sizes than in the fall, winter, and spring quarters. There will also be 9 and 12 week sessions that offer sequential courses that can earn you a full year of credit in areas such as Chemistry, intensive language courses, and the Writing Program. Financial aid is available for summer session classes and there is an 8-unit fee cap. In other words, "Take 8 units for a fee and all additional courses are free!" Don't forget to take advantage of this great opportunity.

Off-Campus Studies

will again offer regular and live T.V. courses at UCSB Extension campuses at Allan Hancock Campus in Santa Maria and Ventura Learning Center (3585 Maple, Suite 112, Ventura). This is an outstanding opportunity for commuter students in Ventura, Santa Maria, and adjacent communities to stay closer to home.

Travel Study Programs

will be offering two study abroad destinations. We will be returning to our two sessions in beautiful colonial Querétaro, México. While taking UCSB courses taught by UCSB faculty, students can experience the richness of Mexican culture by living with a local family. We will also be offering a new study destination in Athens and Paros, Greece! Students will study in both "College Year in Athens" and the Institute of the Archeology of Paros and the Cyclades, while experiencing

the wonderful heritage of the Golden Age of Greece and taking UCSB courses in Classics taught by a mis of UCSB and Greek faculty.

For New UCSB Freshman!

Our exciting New Freshman Summer Start program will be open for new freshman who have been accepted and are enrolled for classes in the fall. In this program, students attend the second 6-week summer session and can take two or three carefully selected courses. They attend an orientation and begin to fully experience campus life and get a head start on their UCSB studies.

For High School Students!

UCSB has two Pre-College programs – Early Start and Research Mentorship which offer the exceptional opportunity to attend university classes, earn university credit, live on campus, and meet about 250 new friends. Early Start students choose among specially selected for credit courses and workshops in a full range of subjects. Research Mentorship students work with scientists on cutting edge projects. Students will live in a modern residence hall and are fully supervised with house rules and curfews. All campus athletic facilities are available to these students and many social activities are planned for them during these summer programs. ❖❖❖

For more information on these programs, please check the UCSB Summer Sessions Web site at: <www.summer.ucsb.edu> or call (805) 893-2047.

Apprentice Researchers

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The program is looking for students who have interests in science, abilities to participate as responsible and effective team members, are able to communicate to a wide audience, and have previous work or volunteer experiences.



Apprentice researchers are all smiles about their summer experiences.

To be eligible for the program students must:

- Currently be enrolled in high school as juniors.
- Have completed two years of high school science by the end of this school year. At least one of these courses must be chemistry or physics.
- Be able to get to UCSB Monday through Friday from 9AM to 5 PM. ❖❖❖

For more information, visit the Apprentice Researchers Web site at <www.iquest.ucsb.edu/education/arq/arq.html> or contact Wendy Ibsen at (805) 893-8527, <wendy@iquest.ucsb.edu>.

Science & Technology Day is a Real BANG

By Bob Cota, MESA Engineering Program Director

Newton's Laws of motion and formula for sound were appropriately displayed on screen while the Hip Hop DJ and the Test Tube Break Dancers kicked off the 4th annual Science and Technology Day here at UCSB. Led by Los Ingenieros and the Student Chapter of the National Society of Black Engineers (NSBE), UCSB engineering, math, science, and social sciences collaborated in putting together an exciting program to show off science and technology here at UCSB.

Over 450 junior and senior high school students, their parents, teachers, and other special guests from the Tri-Counties participated in S&T Day. The event featured workshops on exciting fields of study here at UCSB including chemistry, physics, engineering, marine science, nuclear science, robotics, Web design, Mayan ceremonies, and mathematics. Dr. Robert Rinker, Associate Dean of the College of Engineering, made opening remarks, commenting that UCSB is the type of campus where there is a real sense of community created by students, faculty, and staff.

Many activities involved networking students to create communities of learning. At one, students gathered around Dr. Rinker and posed questions about the field of chemical engineering. Students were also very impressed with the "Fun with Chemistry" workshop led by Professor Petra Van Koppen, as she dazzled students with chemical reactions, as well as other events like rocket building and the egg drop.

At the closing ceremony, energy was high, and kids shared their perceptions of the day. Sylvia Salinas and Francisco Cervantes, who spearheaded the organization of S&T Day, invited all the undergraduate and graduate student volunteers up to the stage at Campbell Hall to offer "words of wisdom" to their audience. Over 80 volunteers echoed similar messages of encouragement: To go to college, to work hard at their studies, and to consider an academic career in math, science, and engineering. Parents, teachers, and staff felt that the message was powerful.

Students left campus excited and looking forward to MESA Day Preliminary Competitions, which took place on March 1st. MESA Day Finals Competitions will be held on April 5th on the UCSB campus. ❖❖❖

For more information on MESA Day and the MESA Schools Program, please call (805) 893-8333 or visit the MESA Web site at: <www.engineering.ucsb.edu/~mesa-msp>.

Student Success Story

Continued from Page 1

reason why I couldn't be here. I qualified just as anybody else applying," she declared.

Rocío attended the EOP STEP Program the summer before her freshman year. While this helped her to meet friends, she was very homesick and cannot forget the culture shock of dorm life. Rocío's weekly attendance at the EOP workshops given by Ross Fonte helped her to find a more comfortable and conducive environment to being herself throughout this first year. As a sophomore, Rocío was invited to join the Golden Key International Honors Society, which is usually offered only to juniors and seniors. She was also awarded Dean's Honors for two quarters, and she was granted junior status because of her advanced units. Rocío has even published an article in the Honors Newsletter about her trip to Cuba through UC Davis, and she plans to apply for the UCDC program.

Rocío believes that the Outreach programs in the high schools are good, but they need to reach younger students and their families. She recommends that we increase our collaboration and support within the schools by including reading sponsors, fieldtrips, and elementary grade-level programs. Rocío has shown a dedication to Outreach throughout her experience here at UCSB. In her first year she worked as an EAOP tutor. During her second year, she was an EOP First Year Experience Peer Advisor and an intern at Fillmore High, where she

continues to work this year. "I think that the most important step is trying to get the students here, so that they can see what college is all about."

While attending the UCSB Ambassadors' dinner last year, Rocío got the idea of becoming an intern with the Fillmore High School EAOP site coordinator, so that she could learn about the role of an outreach counselor. Bob Cota, MESA Engineering Program Director, hired Rocío for this position through the MESA program. She is currently



Students learn how to get their hands in science and engineering activities at MESA Day Prelims.

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Upward Bound Summer Mentorship

By Joanne Madison, Director Upward Bound

Upward Bound is a program funded by the U.S. Department of Education to provide academic skills and motivation necessary for success in secondary and post-secondary education. At UCSB, Upward Bound (UB) serves high school students who are from first-generation college and low income families and who attend Santa Maria, Lompoc, Dos Pueblos, San Marcos, Santa Barbara, and Carpinteria High Schools. The program offers individualized academic advising and support, academic enrichment activities (such as tutoring and test preparation), cultural enrichment, college and career information, and family involvement.

Each summer, UB offers a six-week residential program for participating high school students. Federal funds also provide support for a summer work experience for high school juniors in the program. These work-study positions must expose participants to careers requiring post-secondary degrees.

In the summer of 2002, UCSB UB supported 10 high school juniors to serve as interns at several on-campus and off-campus locations. These included positions in the UCSB Counseling & Career Services, the Gevirtz Graduate School of Education, EAOP, the Visitor's Center, in a local dentist's office, and in an animal rescue shelter (DAWG). UCSB UB will similarly offer a wider range of experiences to 22 participants in this coming summer's program as well as stipends of \$500 for each student. The tentative date for the 2003 Summer Program is June 23 - July 31. Upward Bound anticipates that each work experience student will be assigned to work with a mentor or department for two afternoons a week for 2.5 hours per day.

Upward Bound calls the program a "mentorship" because it really is more than students working for a stipend during the summer. The mentorship requires more guidance in the workplace than a typical summer employee, but the potential for

growth and learning is limitless. Because the students are younger than typical University student assistants, they may require more patient guidance and some training. However, the UB students benefit immeasurably from the hands-on experience and direction provided by strong and enthusiastic mentors.

UCSB UB has created a few guidelines for their participants and employees in the Summer Mentorship. Since the intent of the award is to provide high school students with insight into the functions and duties related to a career, any activity which contributes to this goal would be appropriate. For example, the student might participate in tasks related to an ongoing project in an office. These tasks could include computer and/or clerical duties. The student might also analyze how the functions of their job relate to the larger mission of the University in our community, culminating in a report submitted at the end of the summer. In general, any activity allowing the student to develop their writing, research, or academic skills while contributing to the functions of the office are acceptable. ❖❖❖

For more information about the Summer Mentor Program, contact Lorena Garcia, UB Counselor, or Joanne Madison, UB Director, at: (805) 893-3515.



MESA Day Finals offers fun hands-on science, math, and engineering activities for all.

MESA

Hosts
Prelims and Finals
at the
UCSB Campus

How can you design and build a model glider, analyze soil samples, construct a human eye model, and create a package to protect raw eggs from a six-story drop? A prizewinning way to do all of these activities, and many more, is to be an active MESA student, along with 800 other MESA students in sixteen UCSB's junior and senior high schools, most of which are UCSB Partnership schools.

Each year, UCSB MESA (Mathematics, Engineering, Science Achievement) students vie for medals in MESA Day Preliminaries, and the opportunity to compete again in Finals against seven other MESA Centers from Central California: UC Santa Cruz, CSU Fresno, CSU Bakersfield, Cal Poly-SLO, and Bishop, Big Pine, and Lone Pine American Indian MESA Programs. MESA Days are culminating events for students who have been preparing academically for college and maximizing their options in math, science, and engineering careers. MESA students learn to be problem solvers, technical experts, and effective communicators through hands-on activities, connections with industry professionals, and leadership training. They are generally

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College Board Preparation Plan For Middle Schools

Ventura County Middle School Teachers meet with EAO Academic Services Staff to learn about CollegeEd
By Phil Lawson & Stuart Levine, UCSB EAOP

CollegeEd, a college preparation and motivation curriculum designed by the College Board, was recently introduced to Ventura County partnership and select targeted middle school teachers by EAOP Academic Services staff. In early December 2002, 31 teachers from 20 schools and six different school districts across Ventura County (Moorpark Unified, Fillmore Unified, Oxnard Elementary, Ventura Unified, Santa Paula Elementary, and Mupu School districts) met at the UCSB Ventura Center for an orientation and training session. The primary objective of this meeting was to solicit their formal commitment to the implementation of the CollegeEd curriculum in their classrooms.

Teachers viewed a College Board video, received PowerPoint presentations, and involved themselves in several interactive and group dynamic exercises designed to demonstrate the learning styles and exercises encouraged by the curriculum. An in-depth look at the syllabus and curriculum content culminated what proved to be a very productive day, with 17 participants signing the teacher's agreement to implement the course work. Since the orientation, the number of teachers has increased to 23, the number of districts to 8, and over 1,280 students are slated for participation at 12 schools in the first year of UCSB EAO CollegeEd. The schools include: Chaparral, Fillmore, Haydock, Fremont, Frank, Curren, Balboa, Cabrillo, Isbell, Mupu,

Matilija, and Rio del Valle, and they will commence instruction in February.

While CollegeEd is only in its third year of existence, the influence of this curriculum has expanded considerably in other parts of the country. UCSB and UCI EAO programs will pilot the curriculum for EAO Statewide efforts. Their respective models will be studied intensively by the College Board during 2003-2004 and thereafter at various intervals. Stuart Levine, Academic Site Coordinator (Ventura County Partnership Cluster), has led the EAOP Academic Services team in working very closely with several districts and school administrators throughout Ventura County. Oxnard Elementary School District has been particularly welcoming. District representative Martha Hernandez (UCSB alum), Administrator of the Department of Curriculum, Assessment and Instructional Services, has committed fiscal resources and assisted considerably in soliciting teachers and facilitating the implementation of CollegeEd at several Oxnard area middle schools. The future of CollegeEd appears to be promising throughout Ventura County. ❖❖❖

For more information, contact Stuart Levine: levine-s@sa.ucsb.edu, (805) 893-5469 or Phil Lawson: lawson-p@sa.ucsb.edu, (805) 729-3254.

Visit the UCSB Campus!

UCSB encourages high school and community college students and their families to visit the campus. This is truly the best way to experience the vitality and beauty of UCSB. There are numerous opportunities to visit the campus and learn more about our exciting academic environment and dynamic student life. Consider the following opportunities:

Spring Insight: April 11 and 12, 2003

All admitted students are encouraged to attend Spring Insight, UCSB's open house for admitted and prospective applicants. Students attending the program have the opportunity to attend a general information session, tour campus, attend class lectures, and meet with academic advisors.

Gacho Transfer Days: May 2, 9, 16, 23, 30, 2003

Designed specifically to meet the needs of transfer students, Gacho Transfer Fridays include a presentation covering academic preparation, admissions, housing, and research opportunities at UCSB. Participants will be able to tour campus and meet with current students who have successfully navigated the transfer process and enrolled at UCSB.

Campus Tours

The Visitor Center at UC Santa Barbara provides admissions presentations, campus tours, and transfer advising sessions. Admission presentations are offered at 11:00 AM each Monday-Friday (excluding holidays). Campus tours are offered Monday through Friday at noon and 2:00 PM.

Transfer Advising Sessions

Every Thursday and Friday at 1:00 PM (excluding holidays), a UCSB Admission Counselor offers an informative presentation for prospective transfer students at the UCSB Visitor Center. Campus tours are offered at noon and 2:00 PM. ❖❖❖

For further information visit <www.admit.ucsb.edu/vcen/index.asp> or call (805) 893-2487.

Presidential Award Recognizes Fiona Goodchild

Fiona Goodchild, Education Director for the UCSB Materials Research Laboratory (MRL) received a Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring at a ceremony held March 18, 2003 in Washington, DC. Goodchild is one of 10 individuals named in the White House press release to be selected for the honor, which is also being conferred on six organizations.

The mentoring award, including a \$10,000 grant and a Presidential commemorative certificate, recognizes achievement of "remarkable results in increasing the participation of minorities, women and disabled students in science, mathematics and engineering." Administered by the National Science Foundation (NSF), the award was created in conjunction with President George W. Bush's *No Child Left Behind Act*, which addresses the need to increase access to quality education for underrepresented and disadvantaged students.

Goodchild, who received her doctor of education degree in cognitive psychology from the University of Toronto in 1989, has served as Education Director for the MRL since 1993 and for the UCSB Center for Quantized Electronic Structures (QUEST) from 1990 to 2000.

Her many publications include "The Promise of K-12 University Links Through NSF Science and Technology Centers" (1993) and with C. Johnson "Scientists as Mentors to Science Teachers" (2001).

Goodchild assisted with the planning and running of a conference on "The Changing Culture of Science," which brought together research scientists, graduate students, and university administrators at UC Berkeley to discuss the impediments to recruiting more women and underrepresented minorities into science and engineering. The conference resulted in a publication that makes recommendations about possible support mechanisms.

She has also designed and directed a partnership for science teachers in Santa Barbara County to develop the capacity of local schools to create instructionally sound, innovative science programs, through collaboration among science teachers, teacher educators, school administrators and research scientists.

The partnership Goodchild initiated between Santa Barbara City College and the MRL (whose funding is provided by the NSF) has brought students and science faculty to the UCSB campus every summer since 1993. Students, who are matched with MRL research groups, take part in the group's experiments for eight weeks and learn about career paths in science, as well as research ethics and oral and written communication skills. According to Goodchild, over 80 percent of the student interns have transferred into four-year colleges and 15 percent have matriculated to graduate programs in science and engineering.

The Office of Campus Outreach Initiatives congratulates Fiona on her tremendous award and thanks her for her years of dedication to educational outreach. ❖❖❖

For more information about MRL Education Programs, contact Cathy Pine at: (805) 893-7928, pinec@mrl.ucsb.edu.



An ACT Mentor and student consider their options for higher education together.

ACT Mentors

Pave the
Educational
Pathway

The Advancing College Transitions (ACT) Mentor Program is a coalition of multiple student groups whose aim is to provide volunteer mentors to first generation high school students at Santa Barbara, Dos Pueblos, San Marcos, and Carpinteria High Schools. The goal of ACT is to provide each high school student in the program with a mentor and to promote diversity at the university level. The mentor will assist the student with information about the college experience while at the same time sustaining one-on-one contact. ACT will strengthen the education pathways for students and their families by providing resources to facilitate college entrance. Some of the planned activities include academic workshops, family sessions, and social/cultural visits to the UCSB campus.

The ACT Mentor Program provides high schoolers with personal contact while introducing them to the university-- critical resources for these students in pursuing their academic and personal goals. ❖❖❖

For more information, contact Iliana Martinez, ACT Mentor Program Co-Director, at: actmentor@yahoo.com.

More MESA

Continued from Page 8

from the first generation to go to college, and they can remain in the MESA program through their baccalaureate degree.

MESA Days are collaborative events. To help judge events, assist with the student activities, and distribute awards are representatives from a number of different organizations including: the UCSB Chancellor's Office, College of Engineering, Office of Campus Outreach Initiatives, the Chancellor's Outreach Advisory Board, Early Academic Outreach Program, School University Partnerships, Gevirtz Research Center, industry, Society of Hispanic Professional Engineers (SHPE), Los Ingenieros student chapter of SHPE, National Society of Black Engineers, MESA Engineering Program, and Ventura, Santa Barbara and Allan Hancock Community Colleges.

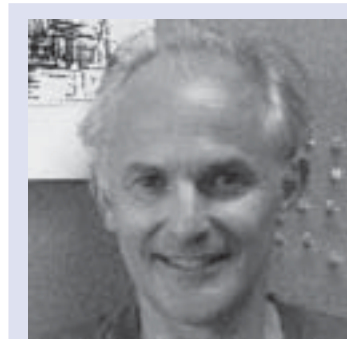
MESA Day Finals is Saturday, April 5th, 2003 at UCSB from 7:30 AM - 4:30 PM. Come to campus to enjoy the spirit of competition, cheer on your favorite scientist or potential engineer, and volunteer to get inside outreach. ❖❖❖

For more information, visit www.engineering.ucsb.edu/~essc/ and contact Phyllis Brady, MESA Schools Program Director, at (805) 893-8333, pbrady@engineering.ucsb.edu.

Elementary and Jr. High Students Learn from a Nobel Laureate

By Cathy Pine, MRL Educational Programs

Professor Sir Harold Kroto, Nobel Laureate in Chemistry, led a hands-on science lesson for 150 Isla Vista Elementary School students during his visit to campus last November supported by the National Science Foundation. The students learned about Buckminsterfullerene, C-60, a carbon molecule shaped like a soccer ball and commonly known as "Buckyball." Professor Kroto shared the 1996 Nobel Prize in Chemistry with Professors Robert F. Curl, Jr., and Richard E. Smalley of Rice University for the carbon C-60 discovery.



Sir Harold Kroto is internationally recognized as a leading expert in the area of fullerene science.

As part of an exploration in distance learning technologies, the class was held in UCSB's Corwin Pavilion and video-streamed over the Internet to a group of approximately 100 students at El Camino Junior High School in Santa Maria (a UCSB partnership feeder school) and 30 students at Kermit McKenzie Junior High School in Guadalupe. Fifteen UCSB graduate students from various science and engineering departments, including five who traveled to the Santa Maria site, assisted

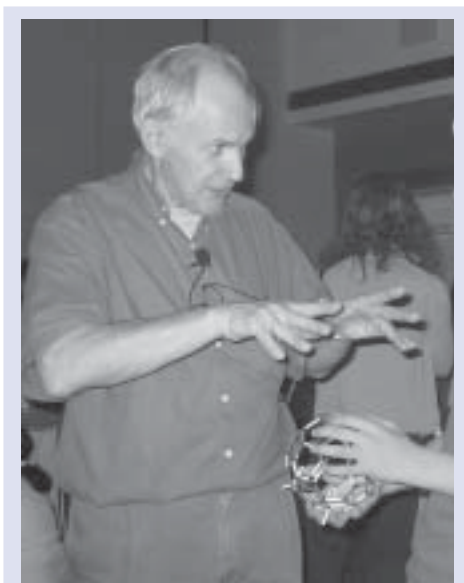
the students as they first did exercises about the powers of ten and geometric shapes and then constructed a plastic model of the "Buckyball."

Professor Kroto has been a Royal Society Research Professor in the School of Chemistry, Physics, and Environmental Science at the University of Sussex, Brighton, England since 1991, and he is a Distinguished Visiting Professor in Materials at UCSB. He visits UCSB's Materials Research Laboratory (MRL) regularly to collaborate with his good friend and colleague, Professor Anthony Cheetham.

Professor Kroto's lesson was part of an ongoing MRL Education Program funded by NSF to link local schools and university scientists using modern technologies. It was organized by UCSB ScienceLine Coordinator, Martina Michenfelder, who was assisted in the technical aspects by Dan Ringwald and Art Battson of UCSB Instructional Resources and Linda Hall, MRL computer systems assistant. The Webcast can be accessed on the Internet at: www.scienceline.ucsb.edu.

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For more information about MRL Education Programs, contact Cathy Pine at: (805) 893-7928, pineck@mrl.ucsb.edu.



Isla Vista Elementary School students learn the ins and outs of a "Buckyball" by Nobel Laureate Sir Harold Kroto.

Research Experience for Teachers (RET) Lets Teachers Be Students Again

By Martina Michenfelder, Program Coordinator, MRL

In the exciting UCSB program funded by the National Science Foundation called RET (Research Experience for Teachers), secondary school teachers in the Tri-County area participate in Materials Research Laboratory (MRL) research under the mentorship of MRL graduate, post-doctoral, and faculty researchers. Teachers work collaboratively over two years to translate their research experiences into the development of new investigative laboratory projects for physics, chemistry, and biology classrooms.

For the first summer of participation, each teacher works on a research project for six weeks with MRL researchers. Teachers meet regularly to share their research progress and identify ideas to introduce in their science classes. During the following school year, teachers work on designing their teaching units and discuss strategies at regular monthly meetings.

For the second summer of participation, teachers work for four weeks on polishing up their teaching units for publication and presentation to their colleagues. The goal of these investigative units will be to encourage students to collect scientific data, make

responsible conclusions about their meaning, and communicate their findings to other students.

*"I see research as a refresher course
that inspires my teaching.
All through the school year
I am in the role of the teacher.
I look forward to being
the student again."*

- Marilyn Gaza,
Science Teacher and RET Participant,
Santa Barbara Junior High

The investigative teaching resources developed by the teachers will be presented at annual workshops for physics and chemistry teachers throughout the Santa Barbara County area. Their research also appears on the RET Web page at <http://pcserver.mrl.ucsb.edu/mrl/outreach/edu_out/RET/RET.html>. This summer's program will be held June 16 - July 25, 2003, and applications are due March 31, 2003.

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For more information and an application for the 2003 program (due March 31, 2003), visit the RET Web page (address above) or contact Martina Michenfelder at: martina@mrl.ucsb.edu, (805) 893-7928.



RET graduates of the 2001-2003 program share their knowledge and experiences with colleagues at UCSB.

Summer with the South Coast Science Project

The South Coast Science Project (SCSP) at UCSB is pleased to announce that they will co-host with Santa Barbara County Schools a five-day institute on technology and science teaching for 4th grade teachers in Santa Barbara and Carpinteria. The SCSP will also hold a two-week 4th-5th Grade Science Standards Institute in July and a Secondary Physical Science Content Institute in June and July, all led by university instructors and outstanding classroom teachers. Sessions will concentrate on California Science Content Standards with an emphasis on English Language Learning (ELL) students. In August, SCSP will additionally offer short institutes in several areas in conjunction with the Superintendent's Office of Santa Barbara County. All institutes will emphasize equity and access for all students to approved materials, effective pedagogy, and a variety of strategies to meet the needs of the students and teachers in our area. ❖❖❖

For more information, please visit <<http://csm.p.ucop.edu/csp>> or contact Tom Ostwald, Director, at: (805) 893-5663, tom@education.ucsb.edu.

Rocío's Success

Continued from Page 7

working with Coleen Bryan, FHS site coordinator, and "I am doing things I didn't think I would be doing!" she exclaimed. She made a presentation to fifth grade students for a conference called *College: Making it Happen!* She also assisted with the SAT Academy for juniors. "It makes me feel good that I'm able to talk about my college experience, and that as an alumni, I can go back and work at the school."

Campus Outreach Initiatives has much admiration and appreciation for Rocío. Her willingness to share who she is and what she represents with us has been amazingly generous. As Rocío says, "You can tell someone to do something, but when they experience it, it is different." It is this experience that UCSB Outreach programs strive to realize for students who otherwise may not have the opportunity to know university life and the many benefits of continuing their education. We wish Rocío a lifetime of success and thank her for continuing to inspire those around her. ❖❖❖

For more information about Campus Outreach Initiatives and the Ambassadors program, contact Joseph Castro at joe.castro@coi.ucsb.edu, (805) 893-3105.

CH-SSP Outreach in Kern County *History-Social Science: A Gateway to Literacy*

By Margaret Rose, CH-SSP Co-Director

With significant support from the UCSB Office of Campus Outreach Initiatives and the Chancellor's Outreach Advisory Board, the seventh annual Showcase Conference sponsored by the California History-Social Science Project (CH-SSP) will be held at California State University, Bakersfield on April 26, 2003. The theme for the spring conference is "History-Social Science: A Gateway to Literacy." The conference is a collaborative effort of K-12 teachers, university faculty, and K-12 students.

Teachers are faced with many challenges in today's classrooms: meeting the needs of English Language learners (ELL) and students with poor reading skills, ensuring that all students meet standards, and helping students deal with difficult world events. San Joaquin Valley K-12 teachers who have participated in professional development institutes at UCSB will share their work and insights with their colleagues in over twenty sessions held throughout the all-day Saturday conference.

"History-Social Science: A Gateway to Literacy" will include lessons for grades K-12 that are aligned with the California History-Social Science Standards, demonstrate effective uses of primary sources, model strategies for meeting the needs of English Language Learners, integrate history with literature, science, and the visual and performing arts, include a variety of assessment strategies, address current issues in history education, and are "user-friendly" and ready to be implemented in the classroom.

A sampling of sessions include "Maps are Primary," "The Conquest of Tenochtitlan," "Bright as the Noonday Sun: Islamic Medicine and the Dark Ages," "Working Children in the Late Nineteenth Century: A Call for Reform," "The Harlem Renaissance:

A Cultural Crossroads." Additional sessions will be devoted to the history of the San Joaquin Valley, facilitating the learning of English language students, innovative strategies that address the acquisition of literacy, current information on the 8th grade History-Social Science Standards test, and Internet resources for history teachers.



Participants at the CH-SSP Summer Institute will share their work and their insights with colleagues.

The literacy conference includes a continental breakfast and lunch. During the luncheon participants will hear a keynote by a local community leader and be treated to winning performances by Kern County History Day winners. Conference attendees will get the chance to hear from these dedicated and eager students about their preparation for this annual competition during a question and answer session.

Don't miss this exciting opportunity to strengthen reading comprehension and to make connections between reading and thinking skills and meaningful content. The cost of the one-day conference is \$50 and includes breakfast and lunch. Extension credit is available for \$40. The pre-registration deadline is April 15, 2003. After this date, reservations will be taken on a space available basis. ❖❖❖

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

Fall Activities Launch Academic Writing Partnership Into 2003

By Heather Horn and Ilene Miele, UCSB Writing Program

Partner School Teachers Visit UCSB

On November 6, teachers from Ventura County partner high schools visited UCSB to observe Writing Program classes, review materials, and meet instructors. Afterwards, they joined campus representatives from the Office of Campus Outreach Initiatives (COI), South Coast Writing Project (SCWriP), and School-University Partnerships (SUP) and Writing Program lecturers for lunch and discussion. Teachers said they found it useful to see the Writing Program in action and to get a first-hand look at the expectations for reading and writing at the university. In addition to the classroom visits, they also enjoyed the opportunity to exchange ideas with each other and with those involved in UCSB's partnership work. For some participants, this visit was the continuation of partnership links initiated in spring 2001. For others, this visit was just a first step. We hope it leads to further collaboration, providing new opportunities for learning not only for students in the partner schools but for teachers and lecturers as well.

UCSB Students Present at Partner Schools

On November 22, five UCSB students—three Ventura County partner school alumni and two first-generation college students from Northern California—visited 9th and 10th grade English classes at Fillmore High School. The UCSB students talked to Fillmore students about their own early high school experiences and their motivations and preparation to attend the University of California. They also answered Fillmore students' questions on such topics as paying for college, choosing a college and a major, living away from home, food, sports, and the campus social scene. This was the second partner high school presentation by this group of UCSB students, who visited two Santa Paula classes in May 2002. Both presentations were coordinated by UCSB Writing program lecturer Heather Horn. Later this year, Writing Program lecturer Ilene Miele will coordinate similar presentations at Hueneme High School.

Academic Writing Partnership Expands

Thanks to a proposal written by Hueneme High School teachers Randy Sandford and Jerome Bettencourt, and the support of principal Tom McCoy, Hueneme High School provided funding this year to allow Ilene Miele to work as a writing specialist for the Social Studies Department. Ms. Miele has been making use of the Writing Program's multidisciplinary resources to focus on writing to learn in history with 11th grade teachers and students. Work with 10th graders began in February. By covering the expense of additional workshops and presentations at Hueneme, this contribution made it possible for us to partner once again with the South Coast Writing Project, bringing in

consultant Shelley Spears to work with teachers at Channel Islands High School.

COI and COAB Save Practice Subject A Exam

A cornerstone for introducing students to college expectations for reading, writing, and thinking has been the Diagnostic Writing Service Subject A Exam, previously available free of charge to the UC partner high schools. In the past, the Diagnostic Writing Service (DWS) has offered on-line versions of the UC Subject A writing placement exam. The UCSB writing instructors assist teachers at various stages in using this service. We review DWS procedures, introduce and prepare students to take the exam, and help in submitting the completed essays online. The exams are read by university faculty, who provide students with an assessment of their overall readiness and offer written suggestions for improvement in areas. In addition, instructors receive summary data on areas of strength and weakness in the class as a whole. We arrange follow-up visits to discuss the DWS feedback with teachers and students.

Unfortunately, when budget cuts forced the UC Office of the President to withdraw funding for this service from the Educational Testing Service early in November, it appeared that despite significant preparation by UC instructors and high school teachers and students, we would be unable to submit essays. However, thanks to the timely efforts of Joe Castro, Executive Director of Campus Outreach Initiatives, and Ken Millett, Chair of the Chancellor's Outreach Advisory Board, the Academic Writing Partnership received supplemental funds to cover the submission of over 600 essays, which enabled us to continue our work this fall. To date, over 900 students at four partner high schools have taken the DWS Practice Subject A Exam.

Partnership to Offer College Essays Workshops

At Fillmore High School, all 11th grade honors and college prep English classes took the DWS Subject A Exam during fall 2002. During spring 2003, these same students will write personal statement essays for their upcoming college applications. Early Academic Outreach site coordinator Coleen Bryan initiated plans for the college essay workshops, inviting UCSB's Heather Horn to plan and conduct the workshops in collaboration with Fillmore teacher Susan Amey. Dr. Horn and Ms. Amey look forward to offering the workshop in five classes this May. ❖❖❖

For more information about the Academic Writing Partnership, contact Heather Horn: horn@writing.ucsb.edu, and Ilene Miele: miele@writing.ucsb.edu.

Transforming Lompoc's Middle Schools Through **Ocean Discovery**

By Carrie McDougall, Co-Director, Oceans to Classrooms Educational Outreach Program, MSI

The UCSB Marine Science Institute (MSI) has recently received funding from the UCSB Chancellor's Outreach Advisory Board through a Faculty Outreach Grant. The grant will fund a Lompoc-focused program that incorporates components of MSI's *Oceans to Classrooms* Educational Outreach programs. The goal of "Transforming Lompoc Middle Schools Through Ocean Discovery" is to transform the teaching and learning of science for every 7th grade student who attends Lompoc Valley Middle School and El Camino Middle School, the two feeder schools for Lompoc High School, a UCSB partnership school.

In the program, Lompoc 7th graders and their science teachers will experience the MSI's Floating Lab, Touch Tank Tours, and UCSB campus visits. In addition, the MSI will provide teachers with workshops introducing Ocean Science Curriculum Kits that not only support the required State science standards but also feature an ongoing research project presently investigated at the university. UCSB undergraduates will serve as docents for these programs and also as student mentors. Through the visits to campus, their interactions with UCSB undergraduates, and their enriched science learning experiences, the students will have increased awareness of college life and, hopefully, improved attitudes toward science achievement and college attendance.

Based on *Oceans to Classrooms*, an incredibly successful outreach program that has served over 1,200 students already, the Lompoc initiative will capitalize on the students' inherent interest in the sea. In collaboration with the Channel Islands National Marine Sanctuary, students will conduct hands-on marine research and learn navigation techniques while participating in a four-hour ocean cruise. This Floating Lab cruise is currently taking place on the Condor Express, a new, high-speed, 75-foot catamaran owned and operated by Fred Benko.



Touch Tanks aboard the Condor Express.

UCSB undergraduate docents guide the students through six learning stations on the boat, allowing the students to participate in oceanographic research, to learn about ocean conservation, and to understand how university research relates to the real world. Through the Floating Lab, students experience the Santa Barbara Channel, gaining a rare and unparalleled glimpse into the complex and fascinating underwater world and the research presently taking place at UCSB on oil and gas seeps off the Santa Barbara and Goleta shores.



A student experiences oceanographic research aboard the Floating Lab.

In addition, students and teachers will experience MSI's Touch Tank Interpretive Program, a long-standing educational outreach program that attracts more than 4,700 visitors annually. Guided exploration of touch tanks and aquaria that host a vast diversity of marine algae, fish, and invertebrates enable visitors to learn about marine science through hands-on interactions. The tours, hosted by UCSB undergraduates, include presentations ranging from tide pool life to climatic causes and effects of El Niño.

Finally, to provide teachers with novel, inquiry-based science activities that meet State standards, MSI partnered with teachers to create curriculum kits based on the institute's ongoing marine research projects. The lessons and activities are hands-on and allow students to learn the scientific method in practice rather than just theory; students conduct versions of the science being done at the university and experience the use of true research methods and tools used regularly by UCSB researchers. To increase the use of these kits, multiple workshops will be held guiding teachers how to use them in their classrooms. The workshops will also include lectures by marine scientists and a forum for teachers to interact and collaborate. A remarkable resource located within the Lompoc community itself, the Cabrillo High School Aquarium, will also serve as a remote MSI and provide a home for the teacher workshops and open-house family nights. This facility and the associated programs are astounding in their level of development, featuring a wide array of marine life. ❖❖❖

For more information, contact Scott Simon at: scotts@msi.ucsb.edu, (805) 893-8765.

New Center Takes on School Reform Through Leadership

Janet Chrispeels appears to be a petite, soft-spoken professor, but she is a tireless dynamo, passionate about her work. As the recently appointed Director for the Center for Educational Leadership at the Gevirtz Graduate School of Education, Chrispeels and Assistant Director Maureen Yep are turning their considerable energies and expertise toward one of the most daunting issues in public education—leadership.

Parents and politicians cry for improvement in public education and cast blame in many directions. Policymakers react by heaping pressure on school leaders, who are besieged with demands to close the achievement gap, impose academic standards, and administer mandatory testing. Add to these directives the challenges of an increasingly diverse population, budget cuts, overcrowding, and teacher shortages, and leaders can become overwhelmed.

“It’s all about relationships and communication.”

- Janet Chrispeels, Director for the Center for Educational Leadership

To successfully address the challenges of educators today, it is necessary to develop leadership capacity and shared responsibility at all levels, and of all stakeholders—from county and district superintendents, through principals and teachers, to students and their families—a goal the Center shares with the Office of Campus Outreach Initiatives.

The Gevirtz School saw a need for all educational stakeholders to be effective leaders and assembled a Leadership Council—



Workshops to help teachers and supervisors develop skills for team building, data analysis, and goal setting are part of the Center’s strategy for creating effective governance and systemic reform.

composed of faculty, education practitioners, and community members—to explore the idea of establishing a center for educational leadership. The Council’s work resulted in drafting a strategic plan for the Center, and in appointing Chrispeels as its director. Through the California Center for Effective Schools, a COI-supported initiative, Chrispeels and Yep have worked on a district-wide reform project in the Oxnard School District. The program focuses on data analysis and management, standards-based curriculum reform, and leadership. In particular, their experiences developing and conducting the Oxnard Leadership Academy have given them practical knowledge of how to help leaders work together to improve student outcomes.

The Center for Educational Leadership is based on the vision of creating school environments focused on continuous improvements in teaching and learning to improve the life outcomes for every student. The Center will be a resource where researchers, policymakers, practitioners, and leaders come together to create partnerships and rich learning communities to advance educational knowledge, theory, and practice. The team approach to education reform extends to the Center’s own structure. Janet’s and Maureen’s work will include intensive collaboration with the Leadership Council, colleagues, and other education stakeholders. The Center will conduct institutes and workshops for teams of leaders, bridging theory and practice to achieve its mission.

Among the Center’s first activities is a Summer Institute, which will bring together teams from local districts as well as partnership high schools to engage in the important task of exploring key issues around federal No Child Left Behind legislation, systemic

[Continued on Page 17](#)



In a special tribute to UCSB alum Delaine Eastin, the Gevirtz Graduate School’s Dean Jules Zimmer (left-right) hosted Marilyn Gevirtz, Delaine Eastin, Chris Mullin (UCSB alum and California Teacher of the Year from Santa Ynez), Jack O’Connell, and Chancellor Henry Yang.

Leadership Center

Continued from Page 16

redesign of complex systems, relationship building for effective governance and decision-making, and race and class factors that underlie the challenge of achieving high performance.

Follow-up activities will occur throughout the year using video-conferencing, site visits, the Internet, and other forums.

Several other Center projects are in the planning stages:

- An invitational forum for universities, schools, and organizations working towards improved teaching and learning to disseminate the Effective Schools model, share ideas and practices, and build a support network.
- A joint Administrative Services Credential/Educational Leadership Center seminar for current and former students on strategic thinking and a model of change.
- Collaborations with other organizations and institutions engaged in leadership development (e.g., UCSB Outreach, Stanford Educational Leadership Institute, UCLA Leadership Initiative, Central Coast School Leadership Center, and the Gevirtz-Cal Poly San Luis Obispo joint doctoral program). ❖❖❖

For more information, please contact Janet Chrispeels at: jchrisp@education.ucsb.edu, (805) 893-4850.

Making History: Ordinary People, Extraordinary Choices

A History-Social Science Summer Institute

By Margaret Rose, CH-SSP Co-Director

Thanks to the generous support of a Faculty Outreach Grant offered by the UCSB Office of Campus Outreach Initiatives, the California History-Social Science Project (CH-SSP) based at the Interdisciplinary Humanities Center will be sponsoring its seventh professional development institute for K-12 teachers in central California. The CH-SSP leadership team is very pleased that so many teachers from partner schools have applied in the past and anticipate a good response this summer, too. The theme this year is, "Making History: Ordinary People, Extraordinary Choices." The three-week institute runs from July 7–25, 2003. Participants will receive a \$1,000 stipend, UCSB Extension credit is available, and free on-campus housing is provided for educators residing outside the immediate area.

Established in 1997, the CH-SSP is a collaborative effort with K-12 teachers and UCSB faculty. Co-directors for the 2003 summer program are Margaret Rose and Sears McGee. They are joined by teacher leaders Victoria Kornahrens (Brandon Elementary School), Yolanda Espinoza (Walter Stiern Middle School), Susan Shaffner (Richland Junior High), Melanie Jacobson (San Marcos High School), and Chris Mullin (Santa Ynez High School). They will be "making history" with UCSB history faculty Hal Drake, Pat Cohen, Stephen Humphreys, María Herrera-Sobek, and Luke Roberts. John Johnson, Curator of Anthropology at the Santa Barbara Museum of Natural History, will also contribute a presentation.

The K-University leadership team will prepare presentations in which an individual or group of individuals "made history." Faculty and teacher facilitators will consider key moments in history, giving special attention to how seemingly "voiceless" and powerless groups can effect change. Institute planners will analyze broader historical movements (such

as migrations, unionization, rebellions) within the context of individual choice and agency. Hence, participants learn about "big picture" ideas within the framework of individual stories and decisions. This approach offers a way of making social history more relevant to students. The topic also encourages educators to question whether individual choices have a greater impact at certain periods than others—what are the social, cultural, and political restraints on individual choices? The K-16 format also enables teachers specializing in different subject matter and historical periods to engage in discussion of pedagogical issues. Topics to be addressed include Christian martyrs in the Roman empire, women writers in 9th century Japan, dissenters in Revolutionary America, African American protest movements in the Age of Jim Crow, women suffragists at the turn of the century, Mexican American activists in the post World War II era, and opposition movements in Taliban Afghanistan.

During their residence at UCSB, teachers will research and study primary sources such as political declarations, religious edicts, revolutionary manifestos, military decrees, personal diaries, and political cartoons to design original, innovative, and standards-based classroom activities. There will be opportunities for developing interactive and cooperative learning techniques and for sharing strategies to meet the needs of English language learners.

Spend three weeks "making history" with enthusiastic, dedicated, and talented K-16 educators. The application deadline is April 30, 2003. ❖❖❖

For more information and an application, contact Margaret Rose, CH-SSP Co-Director, UCSB Interdisciplinary Humanities Center, Santa Barbara, CA 93106-7100, (805) 893-7269, rose@ihc.ucsb.edu.

Santa Paula/CH-SSP Partnership Going Strong

By Margaret Rose, Co-Director CH-SSP

Despite the recent budget cutbacks, K-12 Santa Paula teachers are continuing their support for the partnership effort sponsored by the California History-Social Science Project (CH-SSP). With the help of CH-SSP facilitators and SUP liaison, Margaret Booker (a teacher at Santa Paula High School), 18 teachers attended an articulation workshop at UCSB on January 31. Teachers from seven area schools including Barbara Webster, Blanchard, Glen City, Isbell, Mupu, Grace Thille, and Santa Paula High School attended the all-day program in the McCune Conference Center at the Interdisciplinary Humanities Center.

The Friday session included presentations by two CH-SSP summer 2002 technology participants. Blanchard school teacher Michael Fickes demonstrated the Powerpoint lesson he developed for his third grade students, *"Pestiles and Paragraphs: Primary and Secondary Sources in Chumash History."* Second grade teacher Marianne Ward shared her Powerpoint materials in *"Learning from Artifacts,"* created for her students at Grace Thille. Their K-12 colleagues were inspired by their interactive technology presentations. "It is very encouraging and motivating," wrote a newcomer to the meetings, "to see teachers from my own district giving presentations. It makes me feel a bit more connected to our entire system of K-12. I can see that we have a great pool of talented professionals in our district."

After lunch with UCSB History Department faculty members Sears McGee and John Majewski, teachers enjoyed a presentation by 2002 CH-SSP Technology Co-director Harold Marcuse, on *"Technology in the History-Social Science Classroom."* Marcuse explored the best uses of technology analyzing various Web sites devoted to

the Holocaust. Teachers also had the opportunity to gain hands-on experience in the HSSB technology lab. There was even time built into the schedule to view the exhibit by artist Alma Lopez at the MultiCultural Center.

Partnership teachers met again at Santa Paula High School to research individual grant opportunities for teachers, to share ideas, and to critique grant proposals prepared by teachers. Santa Paula educators had the opportunity to meet again and to observe their colleagues' work at another follow-up session on March 15 at UCSB.

In their evaluations, teachers have commented on the value of the partnership for them. "I think the largest benefit of these meetings," remarked one participant, "is getting together with colleagues and discussing pertinent issues. Many of us have shared/taught the same students and can offer helpful insights and suggestions. Unfortunately, due to different school locations, we may not get the opportunity to do this." Another articulation meeting has been tentatively scheduled for May 2003. ❖❖❖

For information, please contact Margaret Rose, Co-Director CH-SSP, at (805) 893-7269, rose@ihc.ucsb.edu.



Santa Paula participants at the CH-SSP workshop on the UCSB campus.

Writing with Style

By Tom Ostwald, SUP Director

A critical part of the School University Partnership (SUP) program is providing teacher professional development in all content areas. One important area of focus is improving English skills for all students. To provide needed leadership, SUP and the South Coast Writing project are collaborating to release expert teachers from their classroom duties to work with partnership teachers.

In Lompoc Unified School District, an expert teacher has been working with colleagues on improving writing instruction and assessment in each of Lompoc's middle schools. For three years, the teachers have organized a uniform approach to assessment prompts and scoring of student essays. The assessment assists teachers in examining what their students are learning and in promoting substantive discussion of classroom practice. Over the years, this consistency, teacher involvement, constant refinement, and district commitment has led to great improvements in student performance. Students are writing longer essays, introducing more ideas, using better form, showing greater fluency, and staying on topic--demonstrating the skills that will prepare them to undertake more challenging work in their high school courses. ❖❖❖

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

Tri-County Math Project Continues to Bloom

By Maria Guzman, TCMP Director

The Tri-County Mathematics Project (TCMP) continues to serve Santa Barbara, Ventura, and Northern Los Angeles counties. In summer 2002, we conducted five mathematics institutes, and five academic meetings have taken place throughout the year. We have also conducted four K-6 textbook-based mathematics institutes in partnership with Oxnard School District. In these week-long institutes, called *Meeting the Challenge*, teachers learned mathematical content, teaching strategies, and how to make better use of their textbooks.

Governor Davis has proposed for 2003-2004 the elimination of funding for all California Subject Matter Projects (except for the Science Project). For this reason our funding status for next year is questionable. As we search for other sources of money, our current budget will still fund teacher stipends and three institutes this summer. Like unpredictable spring rain, funding cuts will not hinder the growth of our work that has continued to bloom for 20 years. ❖❖❖

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

QUESTboards Project

Is Electric in the Classrooms!

By Wendy Ibsen, K-12 Education Programs Coordinator, CNSI, iQUEST & MRL

QUESTboards are self-contained circuit boards mounted in clear plastic platforms that easily fit on a table top. Funded in part by a Faculty Outreach Grant, and in collaboration with UCSB's Institute for Quantum Engineering, Science and Technology (iQUEST) and MESA, this project provides hands-on activities and materials for 4-12th grade students on electricity, magnetism, electromagnetism, electronic circuits, optics, light, and lasers.



QUESTboard #4 teaches students the theory behind Ohm's Law.

The QUESTboards project was originated in 1991 by Electrical and Computer Engineering faculty John Bowers to translate the technology of QUEST research to grade-school classrooms. Teachers are provided with curriculum materials and workshops to assist in using the boards and complying with State science standards. Several thousand students in Santa Barbara County area have used QUESTboards in classrooms, at Family Science Nights, and on visits to the UCSB campus.

The QUESTboards project acts as a lending

library for materials and provides field trips to UCSB labs and the Community Science Center for elementary and high school students. Undergraduate engineering students assist with the design, construction, and maintenance of boards as well as work with students and their teachers who use the boards.

One of the most important aims of the QUESTboards project is to impact the Latino population, which is traditionally the largest

underrepresented group in math and sciences. Currently, the project focuses on Isla Vista and Cleveland Elementary schools, but we are looking for ways to expand our project to Santa Maria and Lompoc to further impact underrepresented populations in Santa Barbara County. ❖❖❖

The QUESTboards Web site is available at: www.iquest.ucsb.edu/education/qb/qb.html. For more information, contact Wendy Ibsen at: wendy@iquest.ucsb.edu.

Tri-Counties Math Project Summer 2003 Institutes

Algebra Foundations Plus and the California High School Exit Exam
Lancaster, CA

In Collaboration with the Westside Union School District and the Bakersfield Mathematics Project.

Perspectives on Algebra and the California High School Exit Exam

A text-book based institute for Grades 6-8
In partnership with Oxnard School District

Mathematics for High School Teachers and the California High School Exit Exam

In its third year!
An Oxnard Union High School District and TCMP team.

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Outreach Calendar of Events

April 2003 - September 2003

April 2003

- Every Saturday
in April: UCSB Campus Tours available*
- April 2, 9, 24: Santa Maria High School Matriculation Visits to UCSB (for UCSB-admitted students)
- April 3, 7: Lompoc High School Matriculation Visits
- April 4, 8: Hueneme High School Matriculation Visits
- April 4-5: 2nd Annual American Indian Family Day Conference, Corwin Pavilion & MCC, UCSB
- April 5: MESA Day Finals, UCSB
- April 11-12: Spring Insight Open House (for prospective students), Corwin Pavilion, UCSB
- April 12: EOP Parents' Conference and UCSB Chancellor's Reception, UCSB
- April 16: Fillmore & Santa Paula High Schools Matriculation Visits
- April 22: UC Success Night for Santa Maria High School, Santa Maria Veterans Memorial Center
- April 23: UC Success Night for Lompoc High School, Lompoc High School Library
- April 23: Channel Islands High School Matriculation Visit
- April 24: UC Success Night for Channel Islands/Hueneme High Schools, Oxnard Community Center
- April 25: Application deadline for LABI Summer Programs
- April 30: UC Success Night for Santa Paula/Fillmore High Schools, Santa Paula High School Cafeteria

May 2003

- Every Friday
in May: Gaucho Transfer Fridays
- May 26: Campus Holiday
- May 29: UCSB SUP-Sponsored EdTrust Conference, Poinsettia Pavilion, Ventura

June 2003

- June 14-15: UCSB Commencement 2003
- June 16-July 25: UCSB RET Research Interns program
- June 22-Aug 1: UCSB Research Mentorship summer program
- June 22-Aug 2: UCSB Early Start summer program
- June 23-Aug 1: UCSB ARQ Apprentices program
- June 23-Aug 1: UCSB San Fernando Commuter Program
- June 27-July 1: Freshmen Summer Orientation Days

July 2003

- July 4: Campus Holiday
- July 7-29: Freshmen Summer Orientation Days
- July 7-Aug 1: Youth Enrichment Adventure Program, Coordinated by the Gevirtz Research Center
- July 28-Aug 8: Young Writers' Camp, Ventura & Moorpark
- July 28-Aug 14: Young Writers' Camp, UCSB

August 2003

- Aug 1-16: Freshmen Summer Orientation Days

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

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



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