

**NLWJC - Kagan**

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**Race-Minority Enrollment [4]**

Nat Hentoff

# The Isolation of Black Schoolchildren

In Brooklyn's Junior High School 57, "fewer than one percent of the students are white," the New York Times reports, "and more than 87 percent are eligible for free lunches." In the eighth grade, only 11.7 percent of the youngsters are reading at grade level.

These kids and many more like them—black and Hispanic—in segregated public schools around the country were missing in the president's "landmark" speech on race relations at the San Diego campus of the University of California.

The president wants us to be "one America" in the 21st century, but he explains, "money can't do it. It can only come from the human spirit." Hugh Price, president of the National Urban League, knows better: "It will take money . . . to provide the resources and quality of schooling required for youngsters to succeed." Especially isolated youngsters.

Unless attention is paid to the students at Junior High School 57 in Brooklyn, the 21st century will be the same for most of them as their bleak present.

The president ignored the crucial fact that the division of the races is profoundly affected by experiences in the most formative ghetto in our society—the public school. And these increasingly segregated schools continue to be

inferior in resources of all kinds, including, with exceptions, the teaching staff.

This continuing discrimination—not by law but by indifference—is not only racial but is a matter of class.

Yet Clinton, in speaking of education in San Diego, focused only on colleges as he ritualistically preached the necessity of affirmative action. The students at Junior High School 57—where attend-

ance is less than half in some classes—may not get any closer to a college than a job as a security guard. Yet the president passionately said in his talk that "we must give our children the finest education in the world."

Which children? Or, more to the point, which class of children?

Much to the president's chagrin, affirmative action in colleges is in trouble not only because of Proposition 209 in California—which the Supreme Court is likely to affirm—but in courts elsewhere. So, what will happen if race and gender preference—as a factor in college admissions—can no longer continue, however it is "mended?"

At San Diego, Clinton said he was willing to listen to any alternative to affirmative action.

("I would embrace it if I can find a better way.") Apparently his advisers had neglected to tell him what's going on around the country in class-based alternatives to race-and-gender-based affirmative action.

The very university of California system, for instance, has created a partnership between the state's 50 low-performing high schools that will help students achieve better test scores and grades and thereby qualify

for university admissions on academic merit. Many of the high schools involved in these college preparatory programs have predominantly black or Hispanic students. But there are also whites and others who have potential that needs to be nurtured.

Other colleges and universities—aware of the dubious future of affirmative action as currently practiced—are engaged in similar outreach programs.

The University of California alternative—a mention of which would have given some substance to the president's superficial speech—is eventually going to include training of elementary and middle-school teachers in those isolated lower schools.

Already underway in the Martin Luther King

Jr. Middle High School in San Francisco—as reported by Rene Sanchez in The Post—is a University of California engineering and science achievement program for students. The school is in a very poor neighborhood, and the principal, James Taylor, points out that for those youngsters to be qualified for college, "we have to start very, very early."

The students in these various programs—from elementary school on—will legitimately achieve self-esteem, to use a modish term. Most important, they will learn that they can learn. The most harmful effect of many ghetto schools is that many kids there learn that they are dumb—and they are not.

Moreover, college admissions directors will no longer have to play a color-coded game in deciding who gets in and who doesn't.

In his speech, Clinton pointed to the presence of White House aide Thurgood Marshall Jr. Clinton did not mention Thurgood Marshall Sr.'s insistent focus on undoing the racial isolation in the public schools. Nor did he address the criticism of Rep. Charles Rangel (D-N.Y.) who has said: "If Clinton wants a legacy of race relations, he should invest in public schools."

To the students at Brooklyn's Junior High 57, the president was far more distant than San Diego.

Race-minority enrollment

1) Please copy for Elena.

2) Elena: Do you know about this program? Is there anything there? Smart

## SWEET LAND OF LIBERTY

# The Washington Post

SATURDAY, JUNE 28, 1997

Bill - Could you find out about this too?  
Thanks.  
Elena

Race-minority enrollment

# After affirmative action, what happens?

## UNC Greensboro professor Linda Wightman has the data on diversity in decline

By **FOON RHEE**  
Staff Writer

It made national headlines when the top public law schools in California and Texas said they would enroll virtually no new black students this fall because of new bans on affirmative action.

It didn't surprise UNC Greensboro's Linda Wightman.

In fact, she predicted it in a study getting lots of national attention in the race preference debate.



Wightman

And she says the same thing would happen in the Carolinas and other states if racial preferences ended in admissions. "Absolutely," Wightman says. "The student body would look dramatically different than it does now."

The bottom line: While black law school students graduate and pass the bar exam, many just don't have the highest test scores and grades to get in if race is entirely removed as an admissions factor.

That decline in diversity would be a great loss, she says — to black students who would lose opportunities, to white students who would lose different views in class, to the legal profession and to the country.

"We are increasingly a multicultural society," Wightman says. "Any steps we take that make higher education institutions mostly white is a result under which everyone loses."

Wightman is looking for a "surrogate" for race in admissions — another factor that could be used to create a diverse student body.

To her dismay, she hasn't found one. In her study, she looked at giving added weight to:

■ **Socioeconomic background.** Many pundits and policy analysts argue that nearly the same number of black students and other minorities would be admitted if schools gave preference to those who overcome poverty and other hurdles.

"It does not," at least for law school applicants, Wightman says.

She found that black students with higher

grades and test scores come from the upper-middle class as well. She also found that there are poor white students who would also get a leg up.

And she found that giving enough weight to socioeconomic status to create a diverse student body would mean admitting students who are less well-prepared, widening the academic gap between white and black students.

■ **Undergraduate major.** Another theory is that black students are concentrated in certain majors, such as education. So they would get admitted more often if schools gave more credit for those majors.

But Wightman found that black students and other minorities applying to law school are scattered throughout lots of majors. "That didn't work either," she says.

■ **Selectivity of the undergraduate school.** Another idea: Give more weight to the selectivity of the applicant's college.

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### LAW SCHOOL ADMISSIONS

Here's what happened to the number of black students after affirmative action policies ended at two top public law schools, and comparable figures for the Carolinas.

#### University of California, Berkeley

1996 [redacted] 20  
1997 [redacted] 1

#### University of Texas, Austin

1996 [redacted] 31  
1997 [redacted] 3

#### UNC Chapel Hill

1996 [redacted] 38  
1997 [redacted] 30

#### USC, Columbia

1996 [redacted] 21  
1997 [redacted] 15

Note: Figures are for students who enrolled in 1996 and those expected to enroll this fall.

SOURCES: The universities

Staff graphic

Please see **LAW SCHOOL** / page 4C

Bill - would you get hold of this article? Thanks. Elena cc: Bruce

PHOTOCOPY  
PRESERVATION

# After affirmative action, what happens? Professor's prediction is playing out

## LAW SCHOOL

*Continued from page 1C*

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She says it's "very difficult" and subjective to find factors other than pure numbers — test scores and grade point averages — to use for admission decisions.

Wightman, 52, brought a wealth of experience from her job as vice president at the Law School Admissions Council, which administers the Law School Admissions Test. She joined UNCG in January as an associate professor of education research methodology, doing her studies and teaching graduate students in education and other fields.

The last few weeks, she and her study have won mention in national magazines such as Newsweek, Time and U.S. News and World Report. She's appeared on cable TV's CNBC and MSNBC, and on National Public Radio.

Her study, "The Threat to Diversity in Legal Education: An Empirical Analysis of the Consequences of Abandoning Race as a

Factor in Law School Admission Decisions," appeared in the New York University Law Review in April.

Looking at all law school applicants nationwide in 1990-91, it found that if test scores and grades alone decides who gets in, law schools would look like the largely white ones of 30 years ago. Only 10 percent of black applicants admitted under affirmative action would get in, she estimates.

Reality is proving even more dramatic than her prediction.

Two weeks ago, the University of California at Berkeley announced that it expects only one black student in this fall's new law school class of 270. That's down from 20 black students in last year's entering class.

The University of Texas at Austin said it expects three black students among 500 first-year students this fall — down from 31 in the class that started last year.

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Now, they're the pioneers in the reversal of two decades of affirmative action.

The University of California's

governing board voted in 1995 to eliminate race and gender as factors in admissions, a policy that takes effect with graduate students starting this fall and with undergraduates next year.

The U.S. Supreme Court last year upheld a ruling barring public colleges and universities in Texas, Louisiana and Mississippi from considering race in admissions.

So far, the Carolinas and other states haven't followed suit, though some politicians are pushing for race-neutral policies. Meanwhile, the number of black law school students isn't declining nearly as drastically.

Of 268 students accepted and considering attending UNC Chapel Hill's law school in the fall, 30 are black, compared to 38 in the class that started last fall. USC's law school in Columbia expects 15 black students to enroll in the fall, compared to 21 last year.

Wightman plans to continue her research into diversity in the legal profession. She's now looking at national bar exam results.

And she hopes to continue bringing hard data to the raging affirmative action debate.

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Race - minority enrollment

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Continued from page 1C

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*Race-minority enrollment*

The dismantling of traditional affirmative action programs in California and Texas has precipitated a dramatic decline in both applications by minority students to leading institutions of higher education and admission of minority students to those institutions. These declines must be of enormous and immediate concern to the Nation. After years of effort to open the doors of higher education to all of our people, we face the troubling specter of the resegregation of public institutions of higher education.

This development diminishes the prospects of the talented minority students who are deprived of the opportunity to attend these institutions. It deprives our communities of minority teachers, doctors, lawyers and business people. It deprives the students who do attend these schools of an educational environment enriched by the inclusion of all segments of our population. This inclusion brings differing experiences and perspectives that help to prepare our youth for a future in a diverse country and a global economy. In the end, excluding large numbers of our people from the benefits of higher education will prevent the Nation from moving into the future as a unified America with the strongest, most talented workforce that we are capable of producing.

It is imperative that we fully understand the scope, the causes and consequences of this problem and that we find a cure. We must examine the practices that are preventing the full incorporation of minority students into our institutions of higher education and determine whether those practices make sense as a matter of educational policy. Where possible, we must explore creative means to open access to higher education. I therefore direct my Advisory Board on the Initiative on Race to work with the Secretary of Education and the Attorney General to gather the facts surrounding minority admissions to institutions of higher education, with particular emphasis on public institutions in California and Texas. This examination will include collection of data regarding trends in admissions, study of the admissions criteria and practices used by institutions, including comparison of those that produce diverse student bodies and those that do not, survey of the steps identified by state officials, educators, and other experts to address this problem, and recommendations regarding actions that the federal government can take. I direct the Advisory Board to report on this matter at its first quarterly meeting.

**Outreach Task Force**  
**University of California**  
**Draft Task Force Report**

*(June 23 Draft Incorporating Public Comment)*

**EXECUTIVE SUMMARY**

The University of California has a long-standing commitment to the goal of enrolling a student body that encompasses the diversity of the State of California. The University values and seeks diversity. Diversity at the University contributes in a direct and positive way to the educational experience, and also serves to provide opportunity and social mobility to all sectors of society.

In its earliest years, the University focused on geographic diversity by recruiting students from around the State to attend the Berkeley campus. In the 1960s and '70s, the focus on diversity shifted primarily to academic development among racial and ethnic minority groups with low rates of University eligibility.

In July 1995, the University of California Board of Regents passed resolution SP-1, a policy eliminating consideration of race, ethnicity, and gender in admissions. Recognizing the potential impact of SP-1 on diversity in future student enrollment, The Regents established the Outreach Task Force to identify ways in which outreach -- programs to help make prospective students aware of, and prepared for, the educational opportunities of the University -- could be employed to assure that the University remains accessible to students of diverse backgrounds. The charge to the Task Force as specified in SP-1 is

*... to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rates of those [who are] ~~disadvantaged~~ economically or in terms of their social environment <sup>(1)</sup>*

In SP-1, The Regents indicated that this Task Force should include broad statewide representation.<sup>(2)</sup> Thus, the Task Force is comprised of 35 members, including representatives from the UC Board of Regents; faculty, staff, and student representatives from all UC campuses; representatives from business and industry; representatives from the state's major educational sectors, including K-12, California Community Colleges, and the California State University; and officials from State of California agencies, including the California Postsecondary Education Commission and the California Department of Education.<sup>(3)</sup>

#### **A. Task Force Findings**

The Task Force began its deliberations in February 1996 and immediately initiated a review of the University's current outreach goals, strategies, programs, and activities. In the course of this review, the Task Force collected both statewide and national data on student achievement and the effects of outreach

programs aimed at college readiness.<sup>(4)</sup> <sup>(5)</sup>

**1. Educational Disadvantage:** The data reviewed by the Task Force revealed that a significant obstacle to expanding minority enrollment in higher education is educational disadvantage. Review of performance indicators, school-by-school, shows a continuing pattern of differing outcomes for racial and ethnic groups in California's school system, with groups least represented in higher education remaining most concentrated in the lowest-ranked schools. Almost 4 out of every 5 students in these schools are either African American, American Indian, or Latino<sup>(6)</sup> -- groups with historically low rates of UC eligibility and enrollment. While factors outside of the schools also influence these outcomes, it is clear that the role of the schools is critical and that school improvement provides the most effective single means by which the overall educational environment experienced by disadvantaged students can be improved. These findings suggest that University outreach programs must develop a comprehensive, well integrated plan coordinated with schools if these programs are to continue to be a force for diversity within a post-SP-1 environment. Elements of this plan should address school culture broadly, including instruction, curriculum, advising, student engagement in learning, and parent involvement. Early intervention also was identified as an important element to be emphasized in this process.

**2. Goals for University Outreach:** Drawing upon its study and discussions, the Task Force adopted two central goals for UC outreach: 1) *Contribute to the academic enrichment of UC campuses through a diverse student body; and 2) Improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.* Members of the Task Force, in particular members representing the private sector, stressed the importance of diversity at the University, because of its potential for promoting economic development in the State through a well-educated management and work force.

## B. Three-Point Strategy for UC Outreach

In response to these findings, the Task Force proposes a three-point outreach strategy that includes short-term, intermediate-term and long-term efforts to assist students in overcoming educational disadvantages while also attracting to the University a student body broadly representative of the state:

**1. School-centered Partnerships:** Each UC campus should work intensively with a select number of regional partner schools to help improve opportunities for college preparation and to foster a school culture that supports academic success and high educational standards. This effort also should include a partnership in the Central Valley. Schools identified for these efforts (including high schools and associated "feeder" junior high and elementary schools) should be selected based on evidence of significant educational disadvantage, such as limited availability of college preparatory courses or low college-going rates, but also based on their potential for improvement and their willingness to participate in collaborative efforts. School-centered outreach is a long-term strategy designed to deal with the underlying causes of low UC eligibility and enrollment rates among students in disadvantaged circumstances.

**2. Academic Development Programs:** As an intermediate-term strategy, the Task Force proposes expansion of existing effective academic development programs such as the Early Academic Outreach Program (EAOP), the Puente Project, and the Mathematics, Science, Engineering Achievement program (MESA).<sup>(7)</sup> These programs provide special academic enrichment opportunities for K-12 students and have a record of success, as measured by the number of program participants who subsequently become

eligible for, and enroll at, UC and other postsecondary education institutions. In addition to K-12 outreach, the academic development model can be successfully applied in community college as well as undergraduate and graduate student outreach and merits expansion in these areas.

**3. Informational Outreach:** Primarily as a short-term strategy, the Task Force recommends an aggressive program of informational outreach to provide better and more timely information to students, families, teachers and counselors to improve planning and preparation for college. Using a variety of media -- publications, videos, computer technology -- the University should provide materials to alert students and their families, especially during the critical early stages of planning for college, to the course work, achievement levels, and type of individual engagement required for sound preparation. This media program also should address the perception in some communities that the University has lessened its commitment to diversity. Students and parents must hear reaffirmation of that commitment and receive information on the University's new plans for outreach supporting this commitment.

The Task Force recommends a comprehensive framework for implementing these three outreach approaches. In addition to the system of regional partnerships noted above, this framework includes: 1) specific numerical outcomes for each approach; 2) assignment of responsibility for results; and 3) a resource plan, including identification of new resources required to implement the outreach strategies proposed herein.

### C. The Critical Role of Faculty and Teachers

While additional financial resources will be required, the Task Force believes that one of the most important factors for the success of the outreach approaches proposed involves human resources, particularly faculty and teachers. UC faculty participation in outreach efforts is essential for two reasons. The first involves evaluation and assessment of outreach programs. A problem the Task Force has encountered during its work is the lack of rigorous research and evaluation of outreach program methodology and outcomes. To address this problem, the Task Force recommends charging faculty-based research units, new or existing, to coordinate research, development, and evaluation of University outreach programs. Establishment of such a research unit also could go far in addressing a second problem noted by the Task Force, namely, the fact that outreach often is viewed as a peripheral, rather than a core, University function. By involving UC faculty more centrally in research and in intellectual inquiry focused on the continuum of learning from K-12 through undergraduate and graduate instruction, the Task Force believes that the proposed research unit could help elevate the importance of outreach both within the faculty reward system and within the University as a whole.

At the K-12 level, teachers, counselors, and principals in partner schools must be centrally involved at each stage of the process for "school-centered" outreach to be effective. Teachers are the key to building a school culture that supports high academic standards, and the UC/K-12 partnership efforts will depend in the long run on an enhanced commitment to recruit, develop, and retain this key group of educators, as well as to support and carry out research and development efforts in teacher education.

### D. Conclusion

The Outreach Task Force believes that the comprehensive plan proposed, comprising a balanced set of short-, medium-, and long-range outreach activities, will best enable the University to achieve its goal of a diverse student body. We believe the Task Force's recommendations, if fully implemented, can fulfill The

Regents' charge to increase the preparation and enrollment of disadvantaged students at the University.

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## **I. MEETING THE NEEDS OF A DIVERSE POPULATION:**

### **A UNIVERSITY OF CALIFORNIA POLICY IMPERATIVE**

The University of California welcomes and seeks diversity. The University has long supported outreach programs designed to enhance opportunities for students from diverse backgrounds to enroll at the University. The importance of enrolling a student body that reflects the diversity of the state was recognized as early as 1868 in the Organic Act founding the University of California: "It shall be the duty of the Regents to so apportion the representation of students, when necessary, that all portions of the State shall enjoy equal privilege therein."<sup>(8)</sup> Over a century later in 1974, the California Legislature, in a statement of Legislative intent, extended this concept to include not only geographic but other dimensions of diversity: "Each segment of California public higher education shall strive to approximate the general ethnic, sexual and economic composition of the recent high school graduates."<sup>(9)</sup> In 1988, The Regents expanded this mandate still further to apply not only to the University as a whole, but to each campus of the University: "The University seeks to enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California."<sup>(10)</sup>

#### **A. K-12 Outreach: Addressing the Academic Preparation Gap**

In practice, however, diversity has remained an elusive goal. The main obstacle to achieving a more diverse student body stems from the gap between the high standard of academic preparation required for admission to the University of California, on the one hand, and the very different rates at which eligibility is achieved among high school graduates from different social backgrounds, on the other. Figure 1, for example, shows UC eligibility rates across different racial and ethnic categories.<sup>(11)</sup>

Just as there are substantial differences in UC-eligibility rates across racial and ethnic groups, so too there are significant disparities in eligibility rates among high school graduates from different income groups and from different geographic regions. Figure 2 illustrates differences in UC eligibility rates across the major regions of California.

Figure 1<sup>(12)</sup>

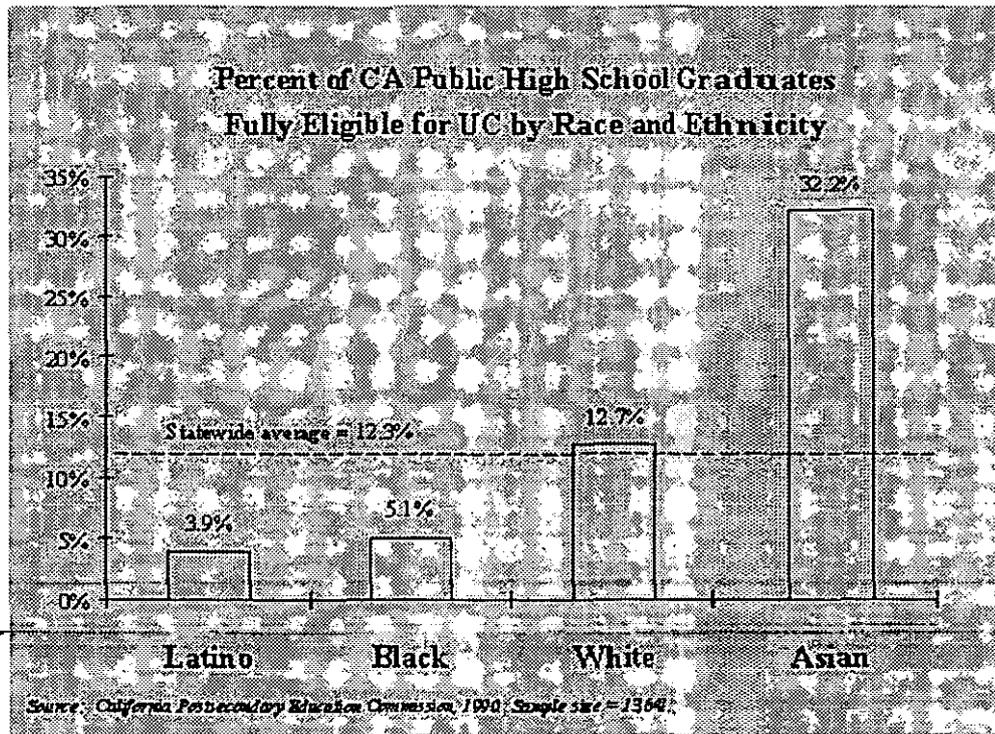
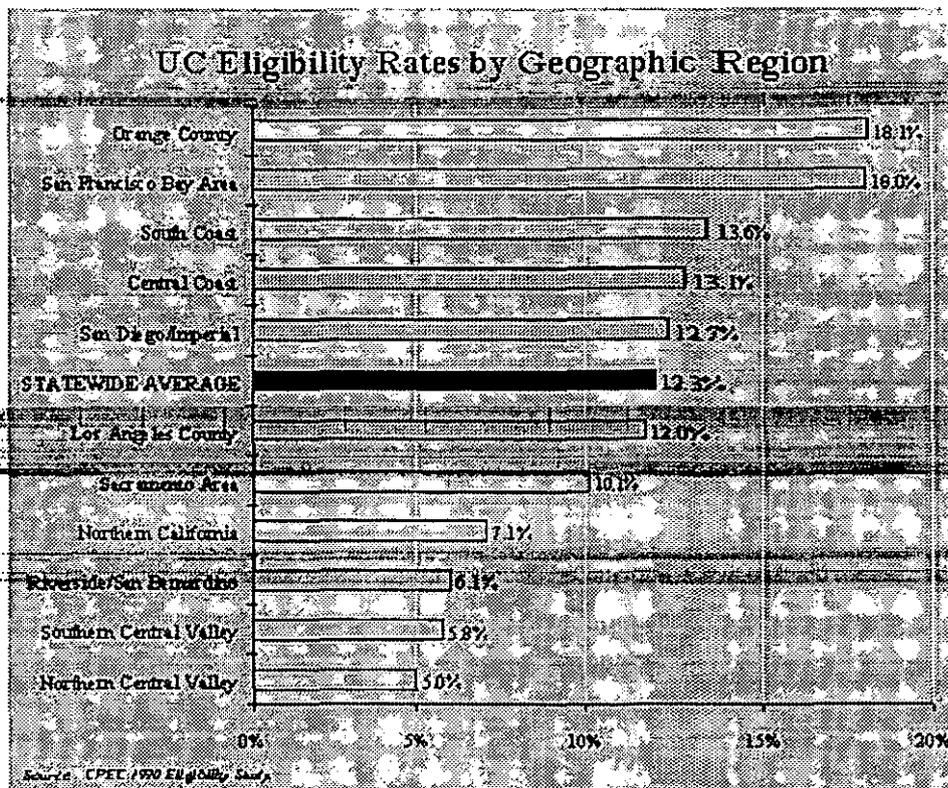


Figure 2



These disparate eligibility rates illustrate the magnitude of differences in academic preparation among different groups and the limited opportunities for students in some groups to enroll at UC; University outreach programs were developed as a means to address this fundamental inequity. During the 1970s and '80s, a variety of new programs were established to provide services directly to K-12 students, including academic enrichment and support, counseling, parental involvement, and motivational activities. These efforts included Universitywide programs such as EAOP and MESA; campus-specific programs such as "Break The Cycle" at UC Berkeley; and non-University programs such as Advancement Via Individual Determination (AVID).<sup>(13)</sup> Outreach services focused especially on students from groups with below-average UC eligibility and enrollment rates & shy; particularly minorities with historically low college-going rates, but also including low-income students, those from rural and other underserved geographic regions, and women in certain academic fields such as math and engineering & shy; in order to "level the playing field" and improve college preparation. While many of these programs initially focused on students at the high school level, later efforts were increasingly aimed at the junior high/middle school level and even earlier in the educational "pipeline," recognizing the vital importance of early academic preparation in setting students on the path to college.

## B. Outreach to Community Colleges

In addition to K-12 outreach, University outreach programs were also established during the 1970s and '80s to serve students at California's community colleges. Under the California Master Plan for Higher Education (1960), the University has a responsibility to provide an additional opportunity for students who may not be initially eligible for UC out of high school to establish their eligibility through specified coursework at a community college and subsequently transfer to the University.<sup>(14)</sup> Outreach at the transfer level is especially important because of the diversity of community college enrollment. Nearly 1.12 million students attend a California community college and over 300,000 students, or approximately 30 percent of the total, are African American, American Indian, or Chicano/Latino.<sup>(15)</sup> The transfer function thus has the potential to become a critical element in California's commitment to educational equity for all segments of the population.

Outreach programs for community college students, such as Puente and MESA, have helped to increase diversity among transfer students to UC.<sup>(16)</sup> Still, the growth of a diverse transfer student population at the University has been modest to date, especially among African American, American Indian and Chicano transfer students, indicating a need to expand current efforts and/or develop new initiatives.

## C. Graduate/Professional School Outreach

A third area of outreach that emerged during the 1970's and '80s was graduate and professional school outreach. The focus of these activities has been on enhancing both the quality and diversity of the University's graduate and professional programs. A primary concern underlying graduate and professional outreach is the narrowing of the academic pipeline, especially for students from disadvantaged groups, as students complete their baccalaureate degrees and advance to graduate and professional school. Though relatively small in scope, graduate and professional outreach programs have assumed increasing significance over the past two decades given their role in helping diversify the pool from which the next generation of UC faculty will be drawn.

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equity for all segments of the population.

## II. THE HEIGHTENED IMPORTANCE OF OUTREACH:

### IMPACT OF REGENTS' RESOLUTION SP-1

In July 1995, the UC Regents approved SP-1, eliminating consideration of race, ethnicity and gender in University admissions. Though SP-1 dealt primarily with UC admissions, its implications for University outreach were equally significant.

First, by eliminating consideration of race, ethnicity and gender as "plus factors" in admissions, SP-1 greatly magnified the role of outreach as the primary means for achieving a demographically diverse student body. Without use of admissions procedures, the University must develop its outreach programs to serve as its central and primary tool for achieving racial, ethnic and gender diversity within its student body. Recognizing this need, The Regents established the Outreach Task Force "... to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of those disadvantaged economically or in terms of their social environment."<sup>(17)</sup>

As this language suggests, a second noteworthy feature of SP-1 was its emphasis on economic and other forms of "disadvantage." Guided by this emphasis, the concept of disadvantage has figured prominently in the Task Force's deliberations, and as the term is used in this report, "disadvantage" is defined broadly to include not only economic forms of disadvantage such as low-family income, but other forms of educational and social disadvantage as well, including but not limited to: attending a school with a limited college preparatory curriculum; being the first generation in one's family to attend college; residence in a community with low college-going rates; enrollment in a school with below-average SAT/ACT exam scores; and/or belonging to a group with below-average UC eligibility and enrollment rates. None of these circumstances in and of themselves is insurmountable, as numerous individual cases illustrate, but all are frequently associated with low probability of college attendance.

In the course of Task Force discussions, considerable attention was given to the questions of student eligibility for outreach services. The University's outreach programs should remain open to all but, to the extent possible under the law, should emphasize increases in ethnic minority participation in postsecondary education.

Finally, a third important feature of SP-1 is the last section of the resolution:

*Believing California's diversity to be an asset, we adopt this statement: Because individual members of all of California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.*<sup>(18)</sup>

The key element of this section is the distinction it draws between ends and means. It distinguishes between the general goal of diversity, on the one hand, and the specific means used to achieve that goal, on the other. While rejecting race and gender preferences as a means for achieving a diverse student body, SP-1 nevertheless upholds the general principle that the University should strive to be inclusive and to reflect the diversity of the State it serves. The challenge SP-1 poses for University outreach, in short, is how to achieve the broader goal of diversity even as the means for realizing that goal have been changed.

As a first step in meeting that challenge, the University must also make clear its continuing commitment to diversity, reassuring students and communities concerned by recent changes in admission and other policies. Because practices used to promote diversity in the past are now changing, some have concluded that UC commitment to diversity is waning. Such is not the case. The University must make clear that practices promoting diversity are a means to an end and that changes now underway represent an evolution whose aim is unfaltering -- to provide broad access for all groups to UC campuses and programs.

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### III. FOCUS ON EDUCATIONAL DISADVANTAGE: AN APPROACH

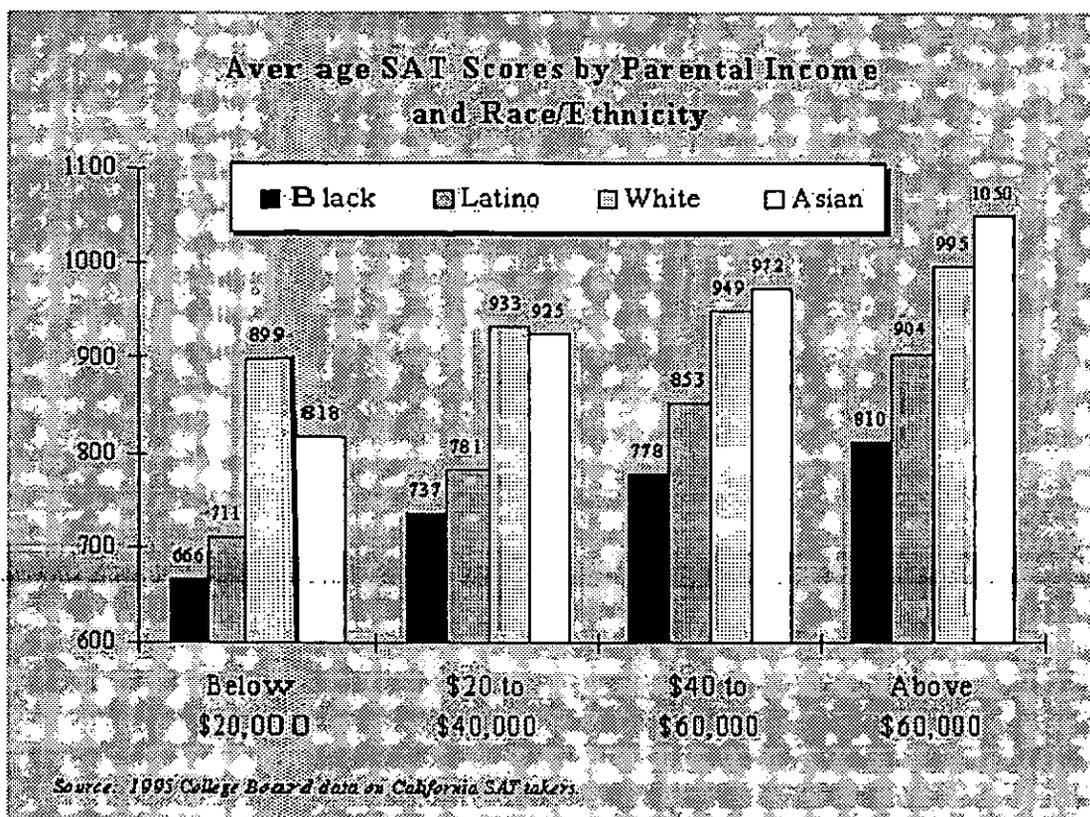
#### TO ACHIEVING DIVERSITY THROUGH OUTREACH

It is sometimes assumed that racial and ethnic diversity can be achieved by focusing outreach activities strictly on prospective students who are economically disadvantaged. Based on the extensive body of data it has reviewed, however, the Task Force is persuaded that racial and ethnic disparities in college preparation and eligibility are not simply a reflection of economic disadvantage or low family income alone, but also reflect educational disadvantage. Thus, the Task Force believes that UC outreach in the future should focus primarily on helping to ameliorate this barrier to academic achievement.

Available evidence reveals the impact of educational disadvantage when income is held constant. Figure 3 below summarizes test results for all California high school graduates who took the SAT Test in 1995, with the test scores broken down simultaneously by race and income. (Although controversial, the SAT is the most widely available yardstick of students' preparation for college; SAT data are presented here not to draw distinctions between groups, but to suggest the relative educational advantages and disadvantages typically experienced by students from different social backgrounds.<sup>(19)</sup>)

As the data indicate, there are substantial differences in college preparation across different racial and ethnic groups -- even for students at the same income levels. Within every income category from lowest to highest, African American and Latino students average substantially lower on the SAT than Asian Americans and Whites. In fact, the differences are so large that the average SAT score for African Americans in the highest income category is actually below that of Whites and Asian Americans from families with the poorest incomes. (When similar studies are carried out on the pool of UC applicants only, the same result emerged.)

Figure 3



But if income or economic factors do not fully account for these differences, what does? Clearly, many factors influence student achievement. Students' lives outside of school play a very significant role. Students who excel usually value achievement and devote large amounts of time to mastery of subject matter at a high level. To strive for success, students must understand the value of education, believe in themselves as well as their ability to gain admission to a selective institution, and have a realistic sense of what will be required of them to attain that goal.

Family support is much needed. Families must emphasize the value of education, involve themselves in their children's educational progress through daily supervision of assignments, help in course selection, make school visits, and engage in frequent conversations with teachers and other school personnel.

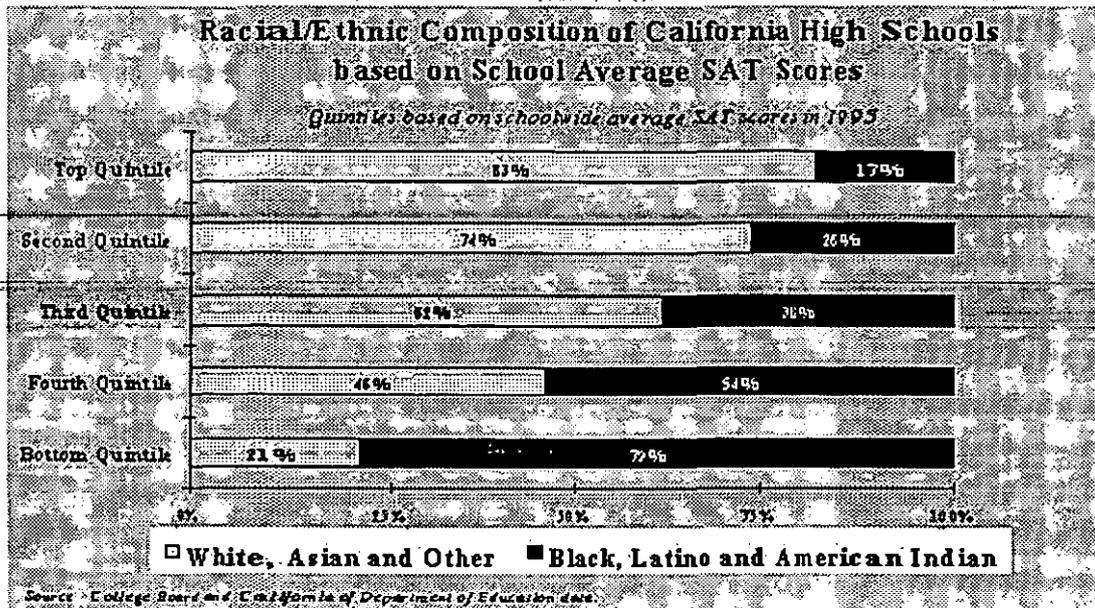
In addition, the role of peer culture in student success is important. Academic achievement sometimes is viewed as a liability rather than an asset among adolescents. All of these factors must be taken into account in understanding UC eligibility and enrollment patterns.

At the same time, however, differences between schools -- including every level from pre-kindergarten to high school -- can significantly contribute to or detract from students' academic aspirations and achievement. Broad structural patterns are apparent in the data. Most prominent are school-by-school differences in academic preparation. Data collected by the Task Force show a continuing pattern of racial and ethnic differences within California's school system today: *Those groups who are least represented in higher education remain most concentrated in the bottom tier of K-12 schools, as measured by a variety of academic performance indicators.*

To illustrate, Figure 4 shows the proportion of those with lower-than-average UC eligibility and enrollment rates -- African American, American Indian and Latino students -- within each quintile of

public high schools in California. The quintiles are based on school-wide average SAT scores in 1995, and each quintile represents approximately 150 schools. As Figure 4 demonstrates, the proportion of African American, American Indian and Latino enrollments increases sharply at each level as one moves from the top to the bottom tier of schools. These minority groups account for just 17% of enrollments among schools in the top quintile, but represent 79% -- almost 4 out of every 5 enrollments -- within the bottom quintile of California public high schools.

Figure 4



From a structural point of view, it is this continuing concentration of minority students within the most disadvantaged learning environments that appears to contribute to a considerable extent, to group differences in college preparation and eligibility.<sup>(20)</sup> The gap between the top and bottom schools -- and the very different learning environments they provide -- is illustrated graphically in Figure 5. Taking the top and bottom quintiles from Figure 4, Figure 5 compares these two groups of schools along a variety of social and educational indicators.

As Figure 5 shows, the profiles of the top and bottom schools differ sharply on almost every indicator. Geographically, schools in the top quintile tend to be located in suburban areas, while those in the bottom quintile are most often found either in urban or rural areas. Socially, a much higher proportion of students in the bottom quintile of schools receive Aid to Families with Dependent Children and have limited English proficiency than is the case among students in the top quintile of schools. Especially noteworthy is the difference between the two groups of schools in the proportion of fathers who possess a high school diploma or greater -- a factor known to correlate strongly with college attendance for the next generation. Within the top quintile of schools, 90% of students' fathers possess at least a high school degree, compared to 36% in the bottom quintile of schools. (Data on father's education are from the California Department of Education's database, which unfortunately does not provide data on mother's education.)

Most significant for the Task Force's purposes, all of the academic performance indicators in Figure 5 reveal substantial differences among the two groups of schools on measures such as 4-year completion

rates, enrollment in "a-f" courses required for University admission, and qualification for Advanced Placement credits at the college level. The differences on standardized tests are particularly dramatic: only 33% of seniors within the bottom quintile of schools take the SAT, compared to 56% in the top quintile. And among those who do take the SAT, the average (combined) score in the bottom quintile is just 715, compared to 1007 in the top high schools. There can be little doubt about the differences in the learning environments the two groups of schools provide, and these differences, in turn, are reflected in college-going rates: 15% of graduates from the top quintile of schools go on to attend UC, compared to only 4% from the bottom quintile. ~~Given the heavy concentration of African American, American Indian, and Latino children in the bottom tier of our public schools, their comparatively low UC eligibility and enrollment rates should come as little surprise.~~

What these findings suggest, in short, is that learning environments experienced by the students who are in these schools do not set them on a path to postsecondary education. Students' lives outside the school also play a major role in these patterns and cannot be ignored in efforts to improve educational outcomes. However, it is through schools (and with schools as the instrument and the path) that UC can have the most powerful influence in equalizing educational opportunities. University outreach efforts must focus primarily on *educational disadvantage*, not merely low income or economic disadvantage, if these programs are to continue to serve the goal of racial and ethnic diversity within a post-SP-1 environment. *By focusing on areas of greatest educational disadvantage, University outreach can contribute most to the broader goal of diversity at the same time.*

~~Placement credits at the college level. The differences on standardized tests are particularly dramatic. Only~~

#### Figure 5

~~and Latino children in the bottom tier of our public schools, their comparatively low UC eligibility and~~

~~Placement credits at the college level. The differences on standardized tests are particularly dramatic. Only~~

**Selected Characteristics of Top and Bottom Quintiles  
of California Public High Schools**  
*Quintiles based on 1995 school-wide average SAT scores*

	Top Quintile	Bottom Quintile
Number of schools	151	151
Percent urban	12%	54%
Percent suburban	69%	19%
Percent rural	19%	27%
Percent receiving Aid to Families with Dependent Children	5%	28%
Percent limited English proficiency	7%	31%
Percent father with high school diploma or higher <sup>1</sup>	90%	36%
4-year completion rate	91%	78%
9th-12th enrollment rate	61%	48%
Percent of seniors taking SAT	56%	33%
Average SAT (combined) score	1007	715
Percent scoring 900+ on SAT	43%	6%
Percent scoring 3 or more on Advanced Placement exams	27%	6%
Percent of graduates attending UC	15%	4%
Combined percent Latino, Black and American Indian	17%	79%

*Source: Derived from College Board, California Department of Education, and UC application data.*

## IV. TWO GOALS FOR UNIVERSITY OUTREACH

Based on its findings, the Outreach Task Force recommends the following two goals to reshape and expand University of California Outreach:

### A. Contribute to the academic enrichment of UC campuses through a diverse student body.

A first priority is to reaffirm the importance of diversity as a core institutional value and as a continuing goal of University outreach programs. During its deliberations, the Task Force encountered the

perception among some minority students and educators that, following Regents' resolution SP-1, the University of California may no longer place as great a value on diversity as it once did. But diversity, including racial and ethnic diversity, remains a core institutional value for UC for two main reasons: first, because of its importance within the educational and academic environment, and second, because of the University's responsibility as a public, land grant institution to serve all of the population of the State of California.

The educational rationale for diversity was first articulated in 1852 by John Henry Newman, while Rector of Dublin's Catholic University. Newman urged bringing students from diverse backgrounds together because under such circumstances:

*they are sure to learn from one another, even if there be no one to teach them; the conversation of all is a series of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought, and distinct principles for judging and acting, day by day.*<sup>(22)</sup>

Appreciation for the role of diversity in the educational environment has grown over the past century for several reasons. Diversity provides students a "laboratory experience" in pluralism. When students from a wide variety of locations, socioeconomic strata, ethnicities, experiences, and beliefs come together in a learning environment, the quality and texture of debate gains substantially in scope, energy, and strength. The "give and take" among students whose differing views grow out of varied experiences creates a fundamentally richer learning environment -- more engaging, more demanding, and more complex & shy; than when students are merely "taught" about human differences.

In addition, diversity is vital to the education of citizens in a democratic society. It provides for development of leadership from the many different strands that make up society, cultivating appreciation and respect among students for the variety of assumptions, experiences, expectations, and talents characteristic of the people of this state.

Beyond the educational rationale for diversity, moreover, there is also a compelling institutional rationale that stems from the University of California's status as a public, land grant institution. UC was established as a public trust, and its original charter, as set forth in the Organic Act of 1868, requires the University "to so apportion the representation of students that all portions of the State shall enjoy equal privilege therein."<sup>(23)</sup> Implicit in this charter was the recognition that the University must serve all of the population of California in order to receive public funding and support.

As the University looks now to the 21<sup>st</sup> Century, this implicit social contract will once again be tested as it has over the past century. Projections indicate that that "Tidal Wave II" & shy; the demographic bulge of additional new students now entering the K-12 "pipeline" who will reach college age over the next 10 to 15 years & shy; will impact California higher education soon after the turn of the new century. Compared with the previous "baby boom" following World War II, however, "Tidal Wave II" will be far more diverse from a demographic standpoint. Projections indicate that growth in the number of new high school graduates will be greatest precisely among those minority groups whose current UC-eligibility and enrollment rates are lowest. Viewed from this perspective, the University's continuing commitment to diversity & shy; and the effectiveness of UC outreach programs in realizing this commitment & shy; will be an increasingly important factor affecting the level of public funding and support for the University in the future.

Beyond this, it is important for the economic and social well-being of California that a diverse and highly

skilled workforce be available. California's economy cannot remain strong and competitive unless a broad cross section of its population is trained for management and leadership.

**B. Improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.**

For the University to achieve its aim of enrolling a student body that meets high academic standards and encompasses the broad diversity of California, students from all segments of the state's population must be provided the resources needed for good academic preparation. Ideally, all students, regardless of where they live, and irrespective of race, gender, or family economic circumstance, should have the opportunity to develop their full educational potential.

For students to develop this potential and to gain the skills necessary to participate in the University's programs, young people need strong, well informed family involvement and support; excellent elementary and secondary school preparation; and personal initiative, drive, discipline, and motivation for college attendance. In fact, disadvantaged students have far less access than others to all these educational resources; they and their families have less access to information about higher education, their schools are less well equipped to serve them, and the students themselves often lack experiences that promote educational aspirations.

Moreover, helping disadvantaged students to become *minimally eligible* to enter the University will not allow them to enroll at or participate in the University's most selective campuses and programs. Within the University, different levels of competition prevail for admission to various academic programs and to various campuses. To participate in these academic arenas, students must make themselves *competitively eligible*; earning grades and completing coursework well beyond minimum admissions criteria. Given this, a significant commitment also will be required to provide the educational support that allows California's most talented students to develop their potential so that they can compete for admission to all of the University's programs, including those that are most demanding.

Providing disadvantaged students access to all the necessary tools to equip them not only for UC eligibility but for admission to the University's most selective programs and campuses, requires a fundamental reshaping of current patterns of educational opportunity. Such a task is daunting, and acting alone, the University cannot make a significant difference for any substantial part of California's K-12 population, nor is it charged with doing so. The University does, however, have a strong interest in, and capacity for, stimulating and contributing to improvement in the state's educational system. And the University can provide unparalleled educational expertise and considerable resources for such an effort. More importantly, it also can act as a catalyst for mobilizing groups and institutions in California with whom the University shares common concerns on this issue: parents, schools, postsecondary institutions, community groups, the business sector, and students themselves.

Thus the Task Force has concluded that, despite the challenge represented by this goal, the University must structure outreach programs that address the full breadth of forces and activities that contribute to student aspiration, motivation, and learning, and it must aim for full access for every student in California to excellent college preparatory programs. UC's outreach programs must be at once: 1) broader, reaching more students and influencing their preparation in multiple ways; and 2) deeper and more far reaching, setting higher academic aims for students' achievement levels to allow for choice in enrollment among UC campuses and programs.

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## V. ACHIEVING OUTREACH GOALS: A PROPOSED PLAN

In developing a plan to meet the outreach goals described above, the Task Force commissioned research and reviewed the extant literature to assess the strengths and weaknesses of the University's current outreach efforts.

### A. Independent Evaluations of Current UC Outreach

Two research reports were especially influential: the California Postsecondary Education Commission's (CPEC's) *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs (1996)* and a report commissioned by the Task Force and conducted by the Policy Analysis for California Education (PACE) titled, *Higher Education Outreach Programs: A Synthesis of Evaluations*.

CPEC conducted a comprehensive evaluation of nine existing intersegmental academic development programs whose common purpose was to increase the eligibility and college-going rates of students from groups that have evidenced consistently low rates in the past. CPEC's review included University efforts such as EAOP, MESA, and the Urban School Community Collaborative. CPEC concluded that these programs were effective in preparing students from groups with low eligibility and college-going rates for admission and success in higher education and noted that

*... the proportion of students in these programs -- most of whom are from groups with documented low eligibility rates -- who enrolled in higher education was 21 percent higher than graduates statewide -- the majority of whom are from backgrounds and communities with a tradition of college attendance.*<sup>(24)</sup>

PACE synthesized research on state and national outreach programs and was commissioned to provide Task Force members a broader, more in-depth review of outreach programs in California and across the country.<sup>(25)</sup> PACE noted that outreach programs

*... can make a difference in the lives of young people and in the quality of curriculum and teaching in K-12 schools. Overall, the programs reviewed have increased the numbers of underrepresented, disadvantaged students going on to higher education. The professional development activities of various programs have also helped teachers and schools do a better job of educating all students.*<sup>(26)</sup>

PACE concluded, however, that there is little systematic, longitudinal research on the effectiveness of either student-centered and school-centered outreach programs, concluding that

*... current evaluation data do not enable us to conduct a definitive analysis [of University outreach programs]. Few program evaluations have been conducted with rigorous designs and data collection. No evaluations of the student-centered programs have systematically investigated the differential effects of one program component versus another...School-centered strategies and programs are even more challenging to evaluate...It is much more difficult to establish a causal link between school-change strategies and the longer-term goal of preparing greater numbers of disadvantaged students for college.*<sup>(27)</sup>

Both the PACE and CPEC reports note the lack of data evaluating the substantive and long-term impact

of University outreach programs, and recommend strongly that such on-going evaluation be made a more integral part of all University academic development programs.

In addition to the lack of longitudinal data and control group data regarding program effectiveness, the University's outreach programs, as presently configured and taken as a whole, are not organized to address systematically the array of interlocking challenges that disadvantaged students and families face in preparing for college. Individual programs do not, for example, address underlying school, community, and environmental factors that often impede learning. In addition, current outreach programs have resources to enroll only a small fraction of the great number of students who could benefit from their services.

## B. Elements for Future UC Outreach

In addition to reviewing the recommendations of the PACE and CPEC reports the Task Force relied upon analyses conducted by its five subcommittees, which focused on specific outreach issues and student constituencies.<sup>(28)</sup> From this review emerged three basic concerns: 1) the need for long-term research evaluating outreach and teaching outcomes; 2) insufficient outreach capacity; and 3) the lack of crucial educational resources. With these concerns in mind, the Task Force developed a core of elements or cornerstones to help guide its development of a comprehensive plan that would meet the fundamental challenges of achieving diversity and assisting educationally disadvantaged students. These elements provide that the University's outreach efforts should seek to:

- *address all three of the major factors that influence student learning, achievement, and aspirations: schools and teacher expertise, families, and the students themselves [Pre-K-16, Community College, Communication and Technology, and Assessment];<sup>(29)</sup>*
- *aim for statewide change, beginning at a regional level, and drawing upon the expertise of educators across segments and levels, which will benefit all students [Pre-K-16, Community College, Graduate, and Assessment];*
- *grow and develop over time, and result in a steady narrowing of the gap in achievement between disadvantaged students and others, employing short term, intermediate-term, and long-term strategies [Pre-K-16, Assessment, and Communication and Technology];*
- *include active and high-level participation of UC faculty to direct a strong research, training, and evaluation component to provide academic leadership and direction to outreach programs (including programs that have as a principal focus the preparation of new teachers to work effectively with educationally disadvantaged students and low performing schools), and to assure that program practices are educationally sound and outcomes rigorously evaluated [Pre-K-16];*
- *recognize significant faculty contribution to outreach activities in the traditional University faculty reward structure [Pre-K-16];*
- *involve teachers and faculty as partners in University outreach [Pre-K-16, Graduate];*
- *produce increases in levels of both UC eligibility and competitive eligibility (admissibility at the most selective UC campuses) among disadvantaged students [Pre-K-16 and Assessment];*
- *build upon existing outreach program efforts demonstrated to have been successful in the past, recognizing that these programs will need to reshape their goals and methodology to set higher expectations for students to adjust to the competitive climate, and coordinate efforts with programs addressing school and family needs [Pre-K-16, Assessment, and Graduate]; and*
- *consider the full scope of students' educational progress from kindergarten to graduate programs, and draw upon the capacity of all segments -- K-12, community colleges, and universities -- to develop students' skills, employing a broader range of institutional resources, including*

*University students and alumni, in outreach efforts [Pre-K-16, Community College, and Graduate].*

### C. Proposed Plan

What follows is an outline of the plan developed by the Task Force to meet its two major goals of student diversity and assistance to disadvantaged students. The plan proposes a three-point strategy addressing a broad range of issues influencing student achievement. Moreover, each strategy has a specific time-frame within which results are to be achieved: long-term, intermediate-term, or short-term:

1. **School-Centered Partnerships:** Establish regional partnerships including a limited number of school systems and local colleges and universities (especially community colleges and CSU campuses) in regions served by UC campuses (including the Central Valley), to address the full range of culture and practice in a limited number of partner schools to achieve major improvements in student learning outcomes. Through this regional partnership concept, educational institutions will align goals and priorities, region by region, and devote resources for maximum outcome;
2. **Academic Development:** Expand successful current academic development programs to increase the number of disadvantaged students who are eligible and competitively eligible to attend the University; and
3. **Informational Outreach:** Aggressively identify and educate families, early and throughout the academic process, to involve them much more deeply in their children's planning and preparation for college and to encourage family support for school improvement. This process will be linked with intensive recruitment of disadvantaged students for enrollment at UC, keeping in mind the role of parents as key participants and decision makers in the educational process.

This proposal addresses the elements established by the Task Force as noted in part A above. Grounded at all of the University's campuses and encompassing all regions of the state, it will build upon already proven efforts. The proposal is multi-dimensional with a long-term component addressing the root causes of under-achievement and linking all major educational sectors in California in a common purpose. It addresses the needs of California youth from an early age until University enrollment and aims to prepare students not just for University eligibility, but for academic competition at the most exacting levels. Finally, it draws on the expertise of University faculty in new and important ways and looks to the development of programs for recruitment and support of teachers in ways that the University is best equipped to effect.

#### 1. School-Centered Partnerships

##### a. Establish and/or Strengthen Existing Regional Consortia

In order to effect broad and long-term change in the achievement patterns of disadvantaged students, the Task Force recommends that each UC campus take a leadership role in establishing a regional consortium of educational institutions and other partners to address the needs of a

manageable number of local partner school systems (K-12) where preparation and college-going rates are low and where substantial potential for improvement exists. In addition to partnerships with schools in the local area of each campus, a consortium will be formed of UC campuses and the University's systemwide office to establish a partnership with schools located in the Central Valley.

The intent of the regional organization is to leverage resources by connecting and concentrating multi-institutional efforts and directing them to a limited number of schools. Via the partnership organization, priorities can be established, information shared, and joint strategies pursued. The consortia will include public schools, other postsecondary institutions (such as local community colleges and CSU campuses), community-based agencies, local business and corporate agencies, and/or UC alumni, staff, and students to nurture improvement in college preparatory school programs. Efforts promoted by the consortium may include, for example, curricular enrichment, instructional enhancement, and expansion of college preparatory counseling. In particular, UC faculty on each campus, other postsecondary faculty involved in the consortium, and UC alumni and staff would act as a resource to regional groups and advise on strategies for addressing educational issues and problems. To support these efforts throughout the state, the University would work with regional consortia in securing outreach resources from public sources, including school-based funds in partnership with K-12, while individual campuses seek funds from individual and corporate donors. During the coming year, the University should work with other universities and with K-12 and community colleges to sponsor a major statewide conference on educational partnerships.

The primary aim of regional partnerships is to effect changes in the academic culture within partner schools, creating and sustaining a school culture that supports educational achievement and high academic standards. To achieve such whole-school changes, partnerships will need to provide a comprehensive array of resources and programs involving not only students, but families, teachers, counselors and administrators at each school site. Student-centered academic development programs such as EAOP and MESA will be continued and intensified, but partnerships also will go beyond these traditional types of outreach efforts to incorporate teacher-centered and curriculum-based programs aimed at training and developing teachers and improving the academic curriculum within partner schools. As described later in this section, a variety of exemplary programs involving teacher development and curricular reform, such as the California Subject Matter Projects, are already available across the state, and there is no need to "re-invent the wheel." What is needed, however, is for each UC campus, in collaboration with its regional partners, to mobilize these programmatic resources and focus them more systematically on improving teaching and learning in partner schools.

#### **b. Develop Partnerships with Individual School Systems**

*Identification and Selection of Partner Schools:* Using data from the California Basic Education Data System (CBEDS), as well as College Board and University admissions data, campuses should identify by January 1, 1998, high schools and feeder schools (i.e., junior high schools and elementary schools) for participation in the regional consortia. Campuses will have flexibility to use a variety of indicators of educational disadvantage in identifying partner schools. These indicators may include, *inter alia*, graduation or dropout rates, UC "a-f" course availability and completion rates, Advanced Placement and honors course availability and completion rates, standardized test-taking rates and scores, and/or percentage of disadvantaged students applying and enrolling at UC.

These partner schools also must have the potential to improve through participation in a K-12/University Partnership. A partner school's potential to benefit from the partnership may include such factors as:

- a motivated administration committed to making significant improvement in student performance;
- a dedication to high academic standards and the development of evaluation methods that measure desirable outcomes;
- a core group of teachers who are willing to participate in K-12/University sponsored curriculum and professional development;
- a cadre of counselors and teachers who are willing to serve as key contacts for University outreach staff, and participate in postsecondary education outreach activities to schools ( e.g., as program advisors or classroom teachers, participants in counselor conferences, and visits to University campuses, and participants on University committees);
- a willingness to help seek new funding for school improvement projects and to provide matching resources for K-12/University partnerships;
- a commitment to acquire the tools for full access and use of the Internet;
- a motivated parent group willing to recruit other parents to participate in school improvement activities; and
- a group of community-based organizations (churches, businesses, nonprofits) in close proximity who are willing to work to improve student academic performance.<sup>(30)</sup>

In light of the fact that these comprehensive partnership approaches will be a relatively new endeavor for the University as a whole, it is important to be clear about the intent of these partnerships and their relationship to outreach. University/school partnerships are meant to be authentic collaborations, characterized by mutual trust and respect among the partners, the development of common goals, and shared responsibility and accountability. While the emphasis from a University perspective must be to enable capable disadvantaged students to prepare for and enroll at the University, it must be recognized that mutually beneficial goals for all partners must be developed if these efforts are to be successful. Each partner must gain. Developing common outcomes and defining the methodologies to best accomplish these outcomes are essential aspects of creating successful results. The linking of long term systemic change efforts with the desired outcomes of outreach is a new conceptualization for these partnerships. It is the approach, however, that the Task Force perceives has the best chance of meeting, in the long run, the pressing challenges of preparing disadvantaged students to enroll and succeed at the University.

### **c. Working with Teachers in Partner Schools**

One of the most important factors for the success of the "school-centered" strategy proposed here is the *involvement of teachers in partner schools*. Teachers in partner schools must be centrally involved at each stage of a long-term school improvement process. In particular, resources need to be focused more systematically on three issues related to teachers and teaching: 1) recruitment and preparation of new teachers; 2) retaining teachers and reducing turnover; and 3) providing ongoing professional development opportunities for teachers in partner schools.

***Preparation and Recruitment of New Teachers:*** A major issue for the teaching profession is the enormous growth in the numbers of young people for whom teachers will be needed. Recent

Estimates indicate that California will need anywhere from 17,000 to 30,000 new teachers per year over the next decade as a result of retirements in the current teacher corps and increases in the student population.<sup>(31)</sup>

In schools serving disadvantaged students, the need for new teachers is especially acute because of high rates of turnover in the teacher corps. Teachers in these schools are much more likely to be young and inexperienced and much more frequently teach outside their area of training. Mathematics and science teachers are in especially short supply for disadvantaged schools. In light of the above, the University recognizes that it must work, jointly with the CSU system and other institutions engaged in teacher preparation, to encourage the expansion of 1) programs of formal instruction, including part-time graduate programs, for preparing new teachers and administrators who can work effectively with educationally disadvantaged students, and 2) programs for retaining these teachers and administrators as University partners within efforts to improve low performing schools.

The Community Teaching Fellowship (CTF) is one example of a program that appears promising as a means of recruiting new teachers, particularly in the critical areas of math and science, for schools in low-income, urban areas. CTF is a program that recruits UC undergraduate and graduate mathematics and science majors to tutor and work with K-12 students in these schools. Participating UC students receive a fellowship stipend for supervised internship experiences in the schools; at the conclusion of the fellowship, students are recruited to enroll in University teacher preparation and credential programs. At UCLA, for example, this program has prepared and placed 65 new math and science teachers in LA schools with large populations of disadvantaged students over the last two years.

***Retention of Teachers at Partner Schools:*** Research shows that half or more of new teachers in low-performing schools leave within one year. In addition to preparation and recruitment, therefore, it is essential to provide ongoing support for teachers in these schools.

The Beginning Teacher Support and Assessment (BTSA) program is an example of a program that has proven effective in reducing attrition among teachers and that also might be usefully expanded in support of school-centered outreach efforts. BTSA is a competitive grants program sponsored by the California Department of Education. The program employs veteran teachers to advise new teachers and assist with short and long-term planning, demonstrate classroom management strategies, provide curriculum resources, and so forth. Several UC campuses, in collaboration with local county offices of education, have already established BTSA programs. The UC Santa Cruz BTSA program, for example, has achieved a 92% retention rate among the 450+ new teachers it has served.

***Professional Development for Teachers in Partner Schools:*** In addition to efforts to recruit and retain teachers in partner schools, providing on-going professional development and training opportunities for teachers in these schools is perhaps most vital. To have any substantial impact on the academic environment of these schools, programmatic efforts must focus particularly on professional development programs aimed at improving teaching and learning in the subject areas required for University admission.

The University of California's Subject Matter Projects are strategically positioned throughout the state (on both UC and CSU campuses) to support teachers' professional development needs in this

regard. The projects are discipline-based (in the "a-f" subject areas), involve faculty from education as well as other academic departments, and draw heavily on expert teachers (K-12) from the local regions as leaders to teach and support their colleagues. The projects have substantial capacity and experience in developing and deepening teachers' content knowledge, expanding their range of effective teaching practices to meet the needs of a diverse student population, and supporting teachers' needs for collegiality and professional enrichment outside of the school environment and culture. The project sites collectively and individually represent an existing statewide infrastructure -- already supported by state funds -- that could play a vital role in working with a single partner school or a cluster of schools over the course of several years.

In addition, the University must work towards providing increased opportunities for elementary and secondary school teachers, whether teaching at partner schools or elsewhere, to make better use of the University's resources -- for example, through increased access to UC courses, library and other information resources, research expertise, and consultation with faculty and staff -- within their own efforts to reduce the educational disadvantages of their students.

As this brief review suggests, a variety of models and resources for teacher recruitment, retention and development already are in place across the state. The need now is to mobilize and expand these programs as part of a comprehensive array of services in support of teachers within partner schools.

#### **d. Productive Partnerships**

Collaborations among educational institutions for improvement of student performance are, of course, not new. What is most innovative is the involvement of heads of all major sectors of the educational community in a region, with parents and business leaders to focus their collective efforts on well-defined standards of student achievement among all students in partner schools. In both breadth and depth, the proposed collaborative aims well beyond most previous efforts.

The Education Trust, located in Washington, DC, has pioneered this type of collaborative model as a means of attaining large-scale educational improvement. Projects undertaken in the early 1990s in several sites around the country are now beginning to show results.<sup>(32)</sup>

To take one example, the El Paso Collaborative for Academic Excellence, which includes as members civic, business, and educational leaders from throughout El Paso County, has recently issued a report based upon its last five years of work.

The report notes that the collaborative has enhanced the capacity of El Paso schools to offer a high quality mathematics and science curriculum and instruction program to all students, turning around low achievement patterns in those key subject matter areas among a largely minority and disadvantaged student population. Recent data reveal dramatic improvement in mathematics and science teaching and learning in El Paso schools. Significant gains have been made in the proportion of students taking and passing algebra and geometry in 9th and 10th grades; fewer students have been identified as "low-performing" by the Texas Education Agency; and many more students have passed all Texas Assessment of Academic Skills tests.

What are some of the tactics adopted by the collaborative that have brought about this improvement? First, the collaborative has established content standards in mathematics and science

that are uniformly high for all students and that are based on the best national standards. Second, it has invested significant resources in assisting teachers at the elementary level to provide high quality mathematics and science teaching and learning. Third, recognizing the importance of assessing student progress, the collaborative has advocated on behalf of richer, standards-based assessments. And fourth, the collaborative has engaged a wide set of community members in the education improvement process, with particular emphasis on ensuring that parents understand the standards and how well their children are doing in reaching the standards, and in learning how parents can help their children, and the schools, do better.

California also has examples of promising partnerships, such as the Monterey Bay Educational Consortium (MBEC). MBEC brings together educational institutions (UC, CSU, California community colleges, and K-12) to further collaborative inquiry and joint problem-solving and to develop additional cooperative initiatives directed toward improving curriculum, pedagogy, policy, and the public's understanding and support of education. MBEC's priorities include early literacy efforts, teacher and administrator training, expansion of technology and communications in the service of education, and increasing public understanding and support of educational programs.

A second example, just getting underway, is the San Diego K-16 Executive Council, which was established this past year to provide a forum for higher education leaders to exchange ideas and work on common projects with K-12 superintendents, community college presidents, and the San Diego County Office of Education. As an initial project, of interest to all members, the Council chose to address the issue of student performance on college placement tests in English and mathematics.

## **2. Enhancement and Expansion of Academic Development Programs: An Essential Intermediate Outreach Approach**

While the development of University/school-centered partnerships is a long-term strategy, modification and expansion of current academic development programs is an intermediate one, designed to increase the number of disadvantaged students already in the educational "pipeline" who will qualify for University admission and enrollment. It is anticipated that this modification and expansion effort will begin to show results in two to three years. This strategy builds upon established undergraduate outreach programs such as EAOP, MESA, and Puente, and such graduate outreach programs as summer and year-round traineeships, that have proven successful in the past.

### **a. Current Academic Development Programs**

The contribution of academic development programs for individual students is essential to the success of the proposed plan. These programs have infrastructures in place and are positioned to assist a large number of disadvantaged students within a short timeline, especially if they can expand their presence within California schools. Currently, the University's academic development programs have a significant presence in only about 7.5 percent of California public schools.

The Task Force recommends that successful current University-wide academic development programs be enhanced and expanded to serve more students. The PACE report recommended that

the following characteristics be embedded in student-centered academic development programs. Unlike the criteria described earlier which apply to all outreach programs (see Section VI. A.), these characteristics are unique to academic development programs and have been found to be especially effective in assisting disadvantaged students: early information about preparing for college; family involvement; academic counseling; tutoring and mentoring; study skills and specific academic skills; preparatory summer academies and residential bridge programs; and college admissions and placement test preparation. Those current academic development programs that have, or will adopt, the above characteristics and that are shown to be most effective by assessment measures will be eligible for expansion.

### **b. Expansion of Academic Development to Primary School Students**

Currently, the primary focus of UC academic development programs is on students in middle and senior high schools. Research shows that many disadvantaged students begin to perform below the norm as early as the third and fourth grade, and the achievement gap increases as they move through the educational pipeline. It is thus critical that academic development programs begin to provide outreach services to students and their families in primary schools.

Research also shows that parents have a greater influence on students' education at the primary than at the secondary level. Academic development family components should assume greater responsibility for informing families of the need for high standards of academic achievement, early academic preparation and financial planning for college and link them with programs designed to develop strong language arts and mathematics skills in K-6. Disadvantaged families often understand the value of higher education and its relationship to financial betterment but frequently lack a clear sense of what is required for admission and success in college work. When appropriate, staff also should make family and student referrals to social services, health care agencies, and adult education centers.

### **c. Expansion of Academic Development Programs to California Community College Students**

Academic development models have not generally been used to recruit large numbers of community college transfer students. The University uses mostly short-term efforts such as school visits and counselor training programs, and has lacked a substantive strategic vision about how best to recruit these students. Yet academic development models have been applied in a limited way and have proven effective. For example, the Puente Program has been successful in preparing students in community colleges for transfer to the University for the past 16 years. More recently, MESA has created a hybrid from two of its student program divisions (the K-12 model and the industry-oriented outreach and support effort for undergraduates) and implemented this new model at eleven community colleges. This has resulted in an increase in the number of transfers studying math- and science-based majors.

Expanding academic development activities to students attending community college is an appropriate extension of a model that has proven successful in high schools and, on a smaller scale,

within community colleges themselves. At the core of this model is the identification of promising and committed students who could benefit from completing a baccalaureate degree; provision of information about the type and extent of preparation they will need to attend a four-year college; and counseling and support services, such as academic excellence workshops and tutorial services, that boost academic achievement.

Several promising ideas have been suggested that might, in combination, prove successful in aligning academic development programs with community colleges and, in doing so, address Task Force goals:

- ***Expansion of the Puente and MESA models to a greater number of community colleges.*** Currently Puente and MESA are established at 39 and 11 community colleges, respectively. The University needs to work with the California Community College Chancellor's Office to sponsor the establishment of these programs at a significantly greater number of community college campuses.
- ***Extension of EAOP to community colleges.*** A significant proportion of EAOP students do not enroll in baccalaureate programs, opting instead to attend a community college. In 1994, for example, 30 percent of seniors in EAOP enrolled in California community colleges. These students choose to attend a community college instead of the University for a variety of reasons (proximity, access, affordability, etc.) and it would be wrong to label such decisions as anything other than "successful" since the express aim of EAOP is to help students make the transition to college. The Task Force recommends that the University continue to follow-up with these students during their community college careers. Such follow-up would include the type of activities that EAOP currently does well -- informational workshops, tutoring, and counseling, for instance -- but it would be devoted to helping students transfer to the University after completing their lower-division curriculum in a community college.
- ***Closer coordination with community college transfer centers.*** The Task Force proposes that the University more closely align its high school academic development programs, such as EAOP and High School Puente, with community college transfer centers. The University would share with the transfer centers information about the students in its high school programs. These centers, in turn, would direct their activities to these students during their tenure at the community college, providing information and guidance about the transfer process to a UC campus.
- ***UC/Community College Transfer Alliance:*** A new program should be developed jointly by the University and California community colleges to help students make a timely and smooth transition from a community college to a UC campus. The goal of this alliance is to increase the UC transfer rate of students who participated in high school or community college academic development programs. ~~The alliance also could be developed as one of the options available to regional partnerships.~~
- ***Enhanced intersegmental student-information exchange:*** Technology-based efforts, such as Gateways, Pathways, Project ASSIST, and Nexus, should play a central role in helping to expand academic development programs to the community colleges by providing a database warehouse for outreach staff, enabling them to track students, monitor their academic progress, and provide strategically timed counseling and UC information.<sup>(33)</sup>
- ***Improvement of articulation procedures:*** Programs such as ASSIST have made very substantial progress in improving the accuracy and timeliness of articulation information and have given students and others much greater access to the data. Nevertheless, accurate and timely articulation continues to represent a hindrance to students in the transfer process, and

efforts to refine articulation procedures should continue. These efforts should focus in particular on ways of alerting students to the requirements of the academic major they are pursuing.

#### d. Academic Development Programs for Graduate and Professional School Students

~~Proper academic preparation is no less important for the student considering graduate or~~ professional school than it is for the high school student applying to college for the first time. And not surprisingly, the University's outreach model for attracting disadvantaged students to its graduate and professional schools is similar to that of its outreach to high school and community college students. While differing substantively in intellectual emphasis and academic skills to be developed, the outreach aims are nonetheless similar: identify prospective students; provide exposure to, and information about, the University's academic programs; and offer assistance in academic skill enhancement. Therefore, the Task Force believes that the virtues inherent in academic development programs described above are equally important for the University's graduate and professional school outreach activities.

With this outreach model in mind, the Graduate/Professional School Outreach Subcommittee surveyed a variety of campus programs, evaluating their programmatic content, disciplinary focus, students served, faculty participation, and linkages with other types of outreach programs. The Subcommittee recommends that the University expand its pre-graduate summer research internship/traineeship programs. In programs held both during the academic year and the summer, promising juniors and seniors are paired with faculty mentors in graduate-level research designed to expose them to the opportunities of graduate-level study and to prepare them for eventual enrollment in graduate or professional school. Students in these programs typically spend 30 or more hours per week working on research in a laboratory or library. Faculty and students are matched according to mutual research interests, and faculty work closely with students as mentors. In addition, seminars, lectures, and workshops provide skills enhancement and essential information about graduate study.

Expansion of these pre-graduate research internship programs has several advantages over other types of post-graduate outreach:

- **Outreach Success:** These programs have a record of successful outcomes. A recent survey of the University's summer programs indicated nearly 80 percent of all students who participate in these programs enroll in graduate or professional school within three years. In addition, these programs have been found to be attractive both to currently enrolled UC undergraduates and to students nationally;
- **Faculty Involvement:** These pre-graduate programs involve a significant degree of faculty participation, both in the design of the programs and in their administration. More importantly, faculty are involved in a day-to-day advising and mentoring role with participating students and, as a result, are able effectively to model the graduate research experience to promising students;
- **Diminishing Federal Support:** As successful as these programs are, support from the Federal government has been slashed by 60 percent, with additional cuts proposed for the future. Thus, the need for increased University support is critical; and
- **Focus on Academic Development:** The development of academic skills is a model that has

been used successfully at all levels of University outreach and is no less effective at the graduate and professional school level.

#### e. Other New Academic Development Initiatives

In addition to the recommendations above that apply generally to academic development activities throughout the University, individual campuses and programs may also wish to consider the following specific initiatives on an experimental, pilot, or expanded basis:

- **High School Puente:** In 1993 Puente expanded its successful community college program to 18 high schools. The program, like its community college counterpart, provides intensive writing instruction, academic counseling, community mentors, parent workshops, and professional development components for teachers.
- **Business MESA:** The MESA undergraduate model, which currently focuses on students' academic development within math- and science-based fields, should be extended to other fields of study. The current MESA model has helped to boost retention and academic advancement of students in science and engineering and appears to be applicable to other fields of study. The Task Force favors an initiative that would orient students toward business-oriented disciplines such as accounting and economics, which are areas of interest to many students.
- **Advanced Placement courses:** The University should urge the State to support development of a full array of Advanced Placement courses (including means for teacher training and costs of test administration) for all high schools. Such an addition would be an important tool in promoting higher standards of achievement.
- **Charter schools:** Campuses also may wish to experiment with charter schools as a means of accelerating academic development efforts for disadvantaged students. Some UC campuses already have developed links with charter schools or have plans to establish one. The Task Force recommends that these efforts be assessed as an additional means of expanding access to higher education for disadvantaged students.
- **Electronic delivery of "a-f" and honors courses to students in underserved schools:** A key obstacle to UC eligibility for some students is the absence in their schools of "a-f" courses required for admission to UC, as well as honors courses that also can enhance students' admissibility. To address this problem, the University should extend its experimentation with "distance learning" techniques to seek to provide these courses to students who might not otherwise be able to take them.

### 3. Informational Outreach

The third major strategy proposed by the Task Force is to make more intensive use of new information and communications technologies and other means to provide better and more timely information about UC programs to students, families, teachers, and counselors.

#### a. Informational Outreach to Students

The PACE report emphasizes the importance of early, sustained, and strategically timed intervention. It is crucial that students in primary and middle schools, and their families, be informed of the need to develop strong basic language and mathematics skills necessary to enroll in "a-f" subjects in the ninth grade. It is equally important to provide high school students timely

information on UC admissions requirements, undergraduate majors, special programs, financial aid and scholarships, and SAT registration dates. Information to students and their families should be user-friendly, engaging, and informative. Informational outreach to students may include: television and radio public service announcements on youth oriented stations; publications and videos; UC calendars highlighting campuses, admission requirements, test dates, admissions and financial aid deadlines; campus visitations; UC websites; presentations at schools, churches, and youth service organizations; and special student conferences (e.g., UC Admissions Preparation Program).

To be effective, informational outreach to students should use a variety of media to provide earlier and more complete information about the University on a regular basis. Academic development programs should use Gateway and Pathways to monitor the number and types of contacts with students.

#### **b. Informational Outreach to Families**

Families, especially those from disadvantaged populations, need to be informed early (K-4) that a college education for their children is both attainable and affordable, but that good study habits, individual engagement, and determination are essential. With this information, families can assist their children to prepare academically and consider ways to finance a college education. A comprehensive information dissemination and outreach effort, using print, radio, video, and television, should be focused on families with children in primary and middle schools. These grades are crucial junctures in the educational process, where academic decisions are made that affect choices after high school.

#### **c. Informational Outreach to Counselors and Teachers**

Counselors and teachers play a critical role in students' education choices. They often determine the courses students enroll in, and influence their majors, career choices, and the colleges to which they apply and eventually enroll. The Office of the President, in cooperation with UC campuses and the Lawrence Berkeley National Laboratory, is currently developing systemwide initiatives in the area of instructional technology. Two initiatives in particular, Nexus and Gateway, have the potential to enhance counselors' and teachers' understanding of the vast array of University outreach-related information and educational opportunities available. <sup>(34)</sup>

#### **d. Financial Aid Outreach to Students and Families**

In addition to the academic support and encouragement that students need in order to engage in college preparatory work, they also need consistent, age- and income-appropriate information about the financial aspects of planning for college. Families need information about financial aid and financial planning, not only because their views about college affordability will influence their children's academic decisions, but also because they must plan and prepare for their own responsibilities in this area.

Financial aid plays a key role in making college accessible to economically disadvantaged students.

Federal, State, and University grant programs focus their awards on students whose families are unable to make a substantive financial contribution toward college costs. An undergraduate education at the University of California is not out of reach for low-income students: more than 25% of UC's undergraduate student body come from families with annual incomes of less than \$30,000, and these students receive larger than average grant awards than financial aid recipients with greater family resources. However, the University's informational outreach activities are not as effective as they could be in carrying this message to students and their families, especially in the early years when families make crucial decisions about their children's educational future.

The cost of a college education and the complexities of financial aid and financial planning can be daunting prospects for students and families at all income levels; financial aid outreach is important for all college-bound students and their families. A coherent, strategic, accessible information campaign about issues of education financing is imperative if the University is to combat widespread misapprehensions about college costs and convince economically disadvantaged and first-generation students to prepare themselves for college.

#### **e. Enhancement of Existing Recruitment Efforts**

In addition to the new, three-point outreach strategy described, the Task Force believes it also is essential for the University to continue and expand existing recruitment programs and activities. Recruitment, or as it is sometimes called, "immediate outreach," involves efforts to solicit applications and recruit eligible students from disadvantaged backgrounds to UC. Unlike most other outreach programs described above, recruitment focuses on those already eligible or potentially eligible for the University but does not actually aim to enhance college preparation among these students. Recruitment is the critical last step in the outreach "pipeline" whose purpose is to ensure that students who have earlier participated in outreach programs and enhanced their academic preparation subsequently apply to UC and if accepted, enroll at the University.

For groups of students with low UC enrollment rates, data indicate a pattern in which students apply to the most selective UC campuses only, but do not consider applying to less competitive campuses. If they are not admitted to their first-choice campus, many choose to go outside the UC system for their college work. In addition, data on current outreach programs such as EAOP indicate that, while about half of all program graduates become UC-eligible, only about a quarter actually enroll at a UC campus. These findings underscore the continuing importance of recruitment efforts focused on students from disadvantaged backgrounds who are eligible or potentially eligible for UC, but for one reason or another do not apply to or enroll at the University. For the short term, recruitment, in particular campus-based "yield" activities, will be critical to maintaining diversity.

***Proposed recruitment/marketing campaign:*** The Task Force recommends that recruitment efforts be systematically coordinated within the framework of a vigorous Universitywide and campus-based marketing campaign. Two key objectives of such a campaign would be: 1) to broaden the applicant pool by focusing on high school graduates from disadvantaged backgrounds who may be UC eligible or potentially eligible but do not apply to UC; and 2) to encourage students from these groups to consider applying to other UC campuses in addition to the campus of their first choice. The Office of the President should develop an overall marketing plan, including appropriate themes and media to reach intended audiences. Building on the systemwide marketing efforts, campuses would work with partner schools and systemwide outreach programs & shy;

EAOP, MESA, Puente, Pathways, and Gateway & shy; to identify individual students for recruitment efforts.<sup>(35)</sup>

The Task Force believes strongly that, while there are many other areas where the "corporate model" may not be appropriate for higher education, immediate outreach and recruitment is one area where the University could benefit substantially from a business-like marketing plan.

Finally, it is important that the University widely disseminate its message of encouragement to pursue higher education, and in particular to prepare for University enrollment, to young people and their parents. This message must be emphasized in communities that have sent small numbers of students to UC in past years and may perceive changes in admissions and outreach policies as discouraging.

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## VI. NUMERICAL OUTCOMES FOR UNIVERSITY OUTREACH

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The Task Force believes it is essential for the University to establish desired numerical outcomes for all UC outreach programs in order to assess the effectiveness of programmatic efforts and measure progress toward outcomes. To this end, the Task Force recommends striving for the following numerical outcomes for each of the three strategic elements of outreach outlined immediately above. Although different programs and regional partnerships may wish to set other specific outcomes in addition to those identified here, the Task Force believes that the numerical outcomes set forth below should apply broadly to all University outreach programs. The outcomes are based generally on rates of improvement achieved by University outreach programs such as EAOP, MESA, and Puente over the past decade, extrapolated to the future. While we acknowledge that achieving these objectives requires and is contingent upon finding ways to enhance substantially the resources and efforts of each campus and the University as a whole, and that the efforts and priorities of institutions other than UC also are involved, the Task Force nevertheless believes these outcomes are realistic and worthy of good-faith efforts.

### A. Numerical Outcomes for UC/K-12 School-Centered Partnership Programs

Each UC campus, in collaboration with participating K-12 school districts and other regional partners, shall work to increase the number of UC-eligible graduates from partner high schools by 100% -- or to increase the UC-eligibility rate in these schools by 4 percentage points, whichever is greater -- between 1997 and 2002. For example, if in 1997 a given partner school graduates 25 students who are UC-eligible, the desired outcome would be to produce 50 UC-eligible graduates by 2002. Alternatively, if the UC eligibility rate at this same school were 2% in 1997, the desired outcome would be to increase that rate to 6% by 2002 if achieving this outcome resulted in a larger number of UC-eligible graduates than the first goal.

Each UC campus, in collaboration with participating schools and other regional partners, will work to increase the number of competitively eligible students (i.e., students eligible for admission at the most selective UC campuses) from partner schools by 50% -- or the competitive eligibility rate in these schools by 2 percentage points, whichever is greater -- between 1997 and 2002.

Detailed plans regarding the ways in which the regional partnerships will implement the Universitywide framework for outreach are to be submitted by each Chancellor to the President by January 1, 1998.

### **B. Numerical Outcomes for Academic Development Programs**

Statewide UC academic development programs will work to increase the number of UC-eligible program graduates from disadvantaged backgrounds by 100% between 1997 and 2002.

Statewide UC academic development programs will work to increase the number of competitively eligible program graduates from disadvantaged backgrounds by 50% between 1997 and 2002.

### **C. Numerical Outcomes for Informational Outreach**

Each UC campus will seek to increase the number of outreach contacts with elementary, middle school, high school, and community college students and families from disadvantaged backgrounds by 200% between 1997 and 2002. These contacts may include, but are not limited to, such activities as counseling/advising, informational workshops, school visits, and tutoring.

Each UC campus, in collaboration with its regional partners, shall establish ongoing systems to assess the qualitative effectiveness of information outreach programs by January 1, 1998.

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## **VII. RESPONSIBILITY AND EVALUATION**

The outcomes proposed will only be realized if a fundamentally new compact can be struck among the University of California, the California Department of Education, and others such as the California Community Colleges and the California State University, along with the sustained support of the Governor and the Legislature; a compact whose implementation will require partnerships and new definitions of responsibilities among UC campuses and their neighboring K-12 schools. New levels of faculty and staff will be necessary to reach the outcomes proposed, as is the availability of designated resources to support this new level of commitment. Further, the continuing involvement of faculty only can be ensured if their successful involvement in these efforts is appropriately reflected in the academic personnel process by which the activities of faculty are judged.

### **A. Responsibility**

It is important first to assure that all participants in this effort feel a sense of commitment and responsibility toward achieving the outcomes described above. But responsibility cannot be limited simply to outreach program directors or managers alone. The importance of the issues addressed in this report suggests the need for support at the highest levels of responsibility for the public trust, including The Regents of the University of California, members of the State Board of Education, and local school boards. Beyond these, support of elected officials, executive and legislative branches, as well as the people of California, is needed. Within the University of California the burden of responsibility for attainment of outcomes properly rests with the President of the University and the Chancellors of the

campuses, working in partnership with the leadership of Divisional Academic Senates. The Task Force recognizes, of course, that there are many factors in the K-12 school environment outside the control of individual campuses or Chancellors, and that regional partnerships necessarily presuppose a framework of shared responsibility for results. At the same time, however, we believe that Chancellors, as leaders in these partnerships, have the ability to help create and sustain the kind of collaborative relationships needed for success, and to the extent that this is true, Chancellors and the President must bear the primary burden of responsibility for results.

Outcomes for statewide academic development programs will be the responsibility of the program directors. Again, the commitment of K-12, community colleges, and other educational partners will affect significantly the ability of these programs to achieve the intended results.

Finally, the Office of the President will be responsible for: 1) seeking and obtaining public resources so that campuses can support the basic infrastructure for regional outreach efforts; 2) establishing and overseeing a systemwide evaluation mechanism to assess progress toward outreach outcomes; 3) seeking support for academic development programs; and 4) developing and implementing, in conjunction with campuses, new and expanded informational outreach efforts.

## B. Evaluation

As the PACE report makes clear, effective evaluation of outreach programs both nationally and within California is much more the exception than the rule, and the Task Force believes that the University must give far more systematic attention to this vital function. One of the key evaluation issues that emerges from the PACE report is the problem of self-evaluation: in most outreach programs, program administrators also are responsible for program evaluation. As a result, evaluation often tends to get short shrift in the competition of other administrative pressures and priorities.

To address this problem, the Task Force recommends that the University establish (or utilize an existing) multi-campus research activity whose mission would include, but not be limited to, evaluation of UC outreach efforts on a statewide basis. Not only would establishment of such a research activity help separate program evaluation from program administration, but it also would help raise the prominence of outreach as a core, rather than peripheral, function for the University -- particularly among UC faculty.

The Task Force does not presume to determine what precise form or intellectual direction such a research unit might take. It has been suggested that current campus organized research units (ORU) or multi-campus research units (MRU) might be combined or modified to form a new MRU, and that is one possibility. However, this new MRU, or other activity, like others already established at the University, would conduct research both applied and basic and would involve the contributions of scholars from a variety of disciplines. Moreover, this MRU would undertake a variety of research topics. For example, in addition to narrower issues of program evaluation, broader intellectual and academic issues also are at stake in the area of outreach. One such task that might be appropriate to such a group is the bringing together of research expertise from across UC, CSU, and K-12 to identify instructional, organizational, mentoring, and other support strategies that can address different components of systemic reform including curriculum, assessment, preparation and professional development of teachers and administrators, and school organization. By involving UC faculty more centrally in research and intellectual inquiry focused on the continuum of learning from K-12 through undergraduate and graduate instruction, the Task Force believes such a Universitywide research unit would help to elevate the importance of UC outreach to K-12 schools within the academic and intellectual life of the University,

while also providing practical evaluation data of both a formative and summative kind on the effectiveness of University outreach programs. With greater faculty commitment in this regard, activities related to outreach should be given substantially more weight in faculty advancement consideration.

## VIII. OUTREACH RESOURCES

The following sections provide initial cost estimates to implement the Task Force's recommendations in four main areas: (1) school-centered outreach, (2) academic development programs, (3) informational outreach, and (4) infrastructure needs, including costs related to program evaluation, administration, and information technology. Extrapolating from experience with existing outreach programs, the figures presented here are intended as preliminary estimates of the additional costs, beyond the costs of existing outreach efforts, to implement the full range of recommendations proposed in this report. It should be emphasized that these estimates reflect not just the University's costs, but the overall costs of implementation, including costs that might be borne by K-12, Federal and State programs, as well as the private sector. The issue of how these additional costs might actually be funded is taken up in Section E below.

### A. School-Centered Outreach

A key focus of school-centered outreach will involve working with teachers, counselors, and administrators in partner schools. To have any substantial impact on the academic environment of these schools, programmatic efforts must focus particularly on professional development programs aimed at improving teaching and learning in the subject areas required for University admission, together with enhanced recruitment and retention efforts for teachers in these schools.

In estimating the potential costs involved, the University has relied primarily on cost data from existing programs of this type. For teacher development programs, for example, the estimates are based on the California Subject Matter Projects; for teacher recruitment programs, the Community Teaching Fellowship program was used as a model; and for retention programs, the Beginning Teacher Support Assessment program. These programs have been described earlier in the report. It should be emphasized, however, that use of these programs for cost-estimation purposes does not preclude campuses and their regional partners from utilizing other programs to achieve similar ends. These programs are presented only as examples of the type of programmatic activities involved and because there are reasonably good data on them.

Teacher development is the largest single cost category under school-centered outreach, as shown in Figure 6 (next page). Based on experience with the California Subject Matter Projects (CSMP), an estimated total cost has been determined for each participating high school and eight associated "feeder" schools (two middle schools and six elementary schools), for providing a full array of professional development programs for teachers in each of the "a-f" subject areas required for University admission. These programs include intensive summer (or intersession) institutes, typically four weeks with follow-up to support the enhancement of content knowledge and the improvement of teaching strategies within each partner school; a special focus for summer institutes is on developing teacher leadership. In addition, CSMP

Figure 6

<b>ESTIMATED ANNUAL COSTS TO IMPLEMENT TASK FORCE RECOMMENDATIONS</b>	
<b>School-Centered Outreach</b>	
Teacher Development Programs	\$18,500,000
Teacher Recruitment and Retention Programs	\$6,200,000
Scholarship Program	\$2,500,000
<b>Subtotal School-Centered Outreach</b>	<b>\$27,200,000</b>
<b>Academic Development (Student-Centered) Outreach</b>	
Expansion of Academic Development Programs	\$17,900,000
<b>Informational Outreach</b>	
Programs for Students	\$2,700,000
Programs for Families	\$1,850,000
Programs for Teachers and Counselors	\$1,450,000
Expansion of Existing Recruitment Programs	\$1,900,000
<b>Subtotal Informational Outreach</b>	<b>\$7,900,000</b>
<b>Infrastructure Needs</b>	
Program Evaluation, MRU, and Data Collection	\$1,550,000
Program Administration	\$1,500,000
Information Technology	\$4,500,000
<b>Subtotal Infrastructure Needs</b>	<b>\$7,550,000</b>
<b>Grand Total</b>	<b>\$60,550,000</b>

programs include school-based in-service training in the a-f subject areas during the regular academic year. For cost-estimation purposes, it is assumed that in-service programs would be offered as a series of seven to ten coordinated sessions held after school and/or on professional development release days. Altogether, these activities -- including summer institutes, in-service programs, and funding for release time and salary support for teachers to attend these activities -- yield a cost estimate of \$370,000 per year to support professional development activities within each partner high school and its associated "feeder" system; multiplied across 50 partner high schools and associated "feeder" systems, the total cost of

professional development programs for teachers is calculated at \$18.5 million annually. These programs would serve an estimated 17,250 teachers in 450 schools statewide (50 high schools, 100 middle schools, and 300 elementary schools).

The second major cost item under school-centered outreach involves recruitment and retention of teachers at partner schools. Two promising programs now offered on most UC campuses have demonstrated success in recruiting and retaining new teachers in schools serving large numbers of disadvantaged students. The Community Teaching Fellowship (CTF) program awards one-year fellowships to junior and senior mathematics and science majors at UC to work as tutors and mentors in selected schools, typically five hours per week. At the conclusion of the fellowship year, students are recruited to enroll in university teacher preparation and credential programs. The cost of the program, including the fellowship stipend, support seminars and related expenses is about \$8,000 per fellow per year. For purposes of this resource plan, support for eight fellows within each cluster of partner high schools and associated "feeder" schools has been included, for a total of \$64,000 per cluster. Extrapolated across 50 partner clusters, the total cost for teacher recruitment programs of this kind is estimated at \$3.2 million per year.

Retention of teachers in disadvantaged schools also is a critical problem, and Beginning Teacher Support and Assessment (BTSA) is a program that has proven effective in addressing this problem. BTSA provides on-going support for new teachers in their first or second year of teaching. Support includes regular seminars on selected high interest topics with university faculty and staff, as well as experienced teachers. Based on current program costs, an estimate of the total cost for each UC campus to implement this program to serve teachers at five partner school clusters (including "feeder" middle and elementary schools) would be about \$300,000 per year. Extended across all UC campuses and the Central Valley site, the total cost for teacher retention programs is estimated at \$3 million annually.

In addition to these programs directed toward teachers in partner schools, student-centered academic development programs such as EAOP and MESA also would continue, both within partner schools and in other schools statewide. These costs, however, are dealt with separately under the section on academic development programs below.

Finally, one other small but important category of costs included under school-centered outreach is a scholarship program, modeled on the successful experience of the Berkeley Pledge. This program provides complete scholarships to UC, including student fees and room and board, to the top graduate each year from partner high schools. The program has proven an extremely effective symbol of UC's commitment to the schools, in addition to helping foster a culture of educational achievement and high academic standards, and has been included in the resource plan for these reasons. At approximately \$50,000 per student for a 4-year scholarship, this adds \$2.5 million annually to the total for school-centered outreach when extended across 50 partner high schools statewide.

The overall total for school-centered outreach & shy; including teacher development, recruitment and retention programs together with the scholarship program & shy; is estimated at \$27.2 million per year.

## **B. Academic Development (Student-Centered) Outreach**

The Task Force proposes, as one of its goals, to double the number of UC-eligible participants from existing, student-centered academic development programs over the next five years. To estimate the potential costs that might be required to achieve this goal, available data on the per-student costs of each

of these programs were used. In the case of MESA, for example, program funding from all sources was \$5,449,000 in 1994-95, and a total of 14,604 students participated in this program, yielding an average cost of \$373 per student. Per-student cost data for MESA and other programs were calculated from information published by the California Public Postsecondary Education Commission in its report, Progress Report on the Progress of Collaborative Student Academic Development Programs (CPEC, December 1996, Commission Report 96-11). In addition to UC-based programs such as EAOP, MESA, and Puente, data for major non-UC programs such as AVID and Cal-SOAP were included in the calculations, since these programs also help produce many UC-eligible students.

Taking the per-student costs of each of these programs, the total additional cost was calculated based on the assumption that doubling the number of successful program outcomes would require at least a doubling of the number of program participants. In fact, this assumption may be conservative, for two reasons. First, broadening the base of program participants may result in some decline in program yields. Also, the comparatively low per-student costs of these programs reflect the fact that many participants are involved primarily in informational and motivational activities, and relatively few participate in more intensive and costly academic development activities such as summer programs. Stronger emphasis on the development function, as recommended in this report, could therefore be expected to increase per-student costs. On the other hand, expansion of these programs also will create economies of scale, counteracting some of these cost pressures. Given the uncertainties involved, the most prudent current assumption for purposes of estimating future program costs is to assume that the number of program participants will need to be at least doubled in order to achieve the Task Force's proposed goals.

Based on this assumption together with published cost figures for each major program & shy; EAOP, MESA, Puente, AVID and Cal-SOAP & shy; the total cost of expanding these programs to achieve the Task Force's proposed goal is estimated at \$17.5 million. This amount would provide funding for 115,000 additional program participants, raising the proportion of students who participate in these programs from 2% to about 4% of the total of 5.5 million students now enrolled in public K-12 schools in California.

In addition to academic development at the undergraduate level, the Task Force subcommittee on graduate outreach programs also has recommended increasing resources to expand academic development efforts at the graduate level. Taking together this amount with the estimated costs of the undergraduate programs, the overall cost of scaling up academic development programs to the level proposed by the Task Force is estimated at \$17.9 million.

### C. Informational Outreach

Informational outreach includes four main areas: (1) programs for students, (2) programs for families, (3) programs for teachers and counselors, and (4) expansion of existing recruitment programs. It should be emphasized that the programs considered here focus primarily on educationally disadvantaged students, their families, teachers and counselors, above and beyond the University's general communications programs for the public at large. As recommended by the Task Force, these programs are intended as part of an aggressive communications campaign to provide better and more timely information to disadvantaged students and their families about UC admissions requirements and to provide a clear message to these students that the University is attainable, affordable and welcoming to them.

Programs for students would involve a variety of media appropriate to those at different grade levels. At the elementary school level, for example, media such as newspapers for K-8 students, computer learning games, flash cards and special events programs would be emphasized, whereas at the high school and Community College levels, CDs, videotapes, brochures, and a Community College website would be developed. Based on current costs for these types of activities, the resource plan includes \$2.7 million for student information programs, the largest expense category under informational outreach. (Note that the costs of information technology, per se, are considered in the following section on infrastructure costs.)

Programs for families would emphasize booklets, videotapes, calendars and other multi-ethnic, multi-language media to reach families of disadvantaged students -- particularly at the critical, early stages of planning for college -- to provide better information about the kind of academic preparation needed for admission to UC. The resource plan includes \$1.85 million annually for this purpose.

Programs for teachers and counselors would involve statewide and regional conferences, workshops and institutes aimed primarily at improving academic advising in disadvantaged schools. Based on the costs of other counselor conferences currently sponsored by UC, \$1.45 million annually has been included in the resource plan for this purpose.

Finally, \$1.9 million per year is earmarked for expansion of existing recruitment programs. These programs focus particularly on disadvantaged students at the tail end of the K-12 "pipeline" & shy, those hearing graduation from high school & shy to ensure that among those who do achieve UC eligibility, the University takes every possible step to maximize the number of these students who in fact apply to, and enroll at, UC. In addition to generalized media such as brochures and booklets, recruitment programs also involve more individualized activities such as family nights and campus visits programs for top students from disadvantaged schools. Overall, adding together recruitment costs with programs for students, families, teachers and counselors described above, the total cost associated with informational outreach is estimated at \$7.9 million annually.

#### D. Infrastructure Needs

Infrastructure needs are broken down into three main areas: (1) program evaluation, (2) program administration, and (3) information technology.

Improving evaluation of University outreach programs is one of the Task Force's highest priorities. The estimate of \$1.55 million within the category of program evaluation shown in Figure 6 reflects two main types of costs. First, as recommended by the Task Force, the resource plan includes costs of \$750,000 annually to support a multi-campus research unit (MRU) for UC faculty to design and direct program evaluation efforts. Second, the resource plan also includes \$800,000 annually to provide staff support to facilitate data-collection efforts at the campus and regional levels, working in conjunction with program and school staff in partner schools. The expectation is that these staff would perform day-to-day data collection and database maintenance, whereas overall responsibility for evaluation design and analysis would rest with MRU faculty.

The program administration category primarily reflects the cost at each campus for a regional administrative coordinator and staff responsible for coordinating outreach programs within and among

partner schools. At each UC campus and the Central Valley, \$150,000 is budgeted for this purpose, for a total of \$1.5 million annually.

Finally, the largest cost item under infrastructure needs is information technology. The resource plan includes \$4.5 million annually for information technology in support of K-12 outreach efforts. It should be re-emphasized that this figure includes not only UC's costs, but the overall costs associated with information technology, some of which may be borne by the University's regional partners including those in the private sector. The costs show here reflect infrastructure needs related to hardware, software, training and systems support in order to extend outreach efforts to K-12 via new computer and internet technologies. Included, for example, are the costs of providing, maintaining and upgrading computer and internet access within disadvantaged schools. It is recognized that there are likely to be large initial costs as well as ongoing costs in this area; the \$4.5 million estimate for this purpose is intended as an approximate annual cost averaged over the first ten years of the resource plan. Altogether, including costs associated with program evaluation and administration as well as information technology, total infrastructure costs for the resource plan come to \$7.55 million annually.

### E. Funding the Plan

Overall, the total cost shown in Figure 6 to implement the Task Force's recommendations including school-centered, academic development programs, and informational outreach programs, together with related infrastructure needs is estimated at \$60.5 million.

While it is premature, even before The Regents have approved the Task Force's recommendations, to put forward a funding plan with any degree of specificity, some general remarks are in order. The Task Force recognizes that implementing its recommendations will require a significant increase in funding for outreach and that, by itself, the University would have great difficulty in securing these resources. At the same time, however, the thrust of the approach proposed here is that partnerships are the key if we are to have any substantial impact on disadvantaged students and schools. Though the costs of the proposed approach may be much greater than the cost of the University's existing outreach programs, these costs can and should be borne by all of those who have a stake in a revitalized K-12 system.

As a starting point, the President of the University has made \$2 million in permanent funds available to the Outreach Task Force to serve as a catalyst for its work. In addition, the Legislature and the Governor have added \$1 million to the University's budget for the 1996-97 fiscal year (\$250,000 of which is provided for outreach in the Central Valley area) and have proposed at least another \$1 million, and perhaps as much as \$2 million, for the 1997-98 fiscal year (again, with at least \$250,000 of that amount directed to the Central Valley). Assuming the latter resources are, in fact, allocated, the University will have \$3.5 million to \$4.5 million per year for allocation.

It is vital that this initial funding be leveraged to the maximum possible extent in seeking the additional resources necessary to support the proposed plan. Once the Task Force plan is reviewed and finalized, a large-scale fundraising effort must get underway. This campaign should coordinate requests from all major sectors, both public and private. Additional state funds will be sought to support University activities and at the same time funds to allow participating K-12 schools to match University money must also be acquired. Foundation and corporate support will also be sought, with primary responsibility for this effort focused in local communities where most substantial benefits of the plan will be realized.

Obviously, new funds currently available represent only minimal support for the first steps of this new

initiative. For the plan to be successful, it must be supported, not just by the University, but by parents and students, by all segments of education, by the business community, and by foundation sources. A significant improvement in the achievement levels of disadvantaged students is of incalculable value to the economic and social health of California. The Task Force invites all segments of the State to join with it in this broad renewal of educational purpose and commitment.

## IX. SUMMARY OF RECOMMENDATIONS

Below are listed a summary of the Task Force's recommendations.

### A. Recommended Overall Goals for University Outreach

- Contribute to the academic enrichment of UC campuses through a diverse student body.*
- Improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.*

### B. Proposed Plan: Recommended Strategies

#### 1. School-Centered Partnerships

- Establish and/or strengthen existing regional consortia.*
- Develop partnerships with individual school systems.*
- Assist in recruiting, preparing, and retaining teachers in partner schools.*
- Work with other universities and with K-12 and community colleges to sponsor a major statewide conference on educational partnerships.*

#### 2. Academic Development Programs

- Design and enhance methodology for assessing program effectiveness.*
- Expand academic development programs that meet "best practices" criteria to additional middle and high schools, as well as selected primary schools and California community colleges.*
- Extend academic development programs to graduate/professional outreach.*
- Promote other innovative academic development initiatives, such as "Business MESA," High School Puente, charter schools, and electronic delivery of "a-f" honors courses to students in underserved areas.*

#### 3. Informational Outreach

- Expand informational outreach to students, families, counselors, and teachers.*
- Enhance existing recruitment efforts.*

### C. Numerical Outcomes

**The Task Force recommends that:**

- each UC campus work to increase the number of UC-eligible graduates from partner high schools by 100% -- or the UC-eligibility rate in these schools by 4 percentage points, whichever is greater -- between 1997 and 2002.*
- each UC campus seek to increase the number of competitively eligible students (i.e., students eligible for admission at the most selective UC campuses) from partner schools by 50% -- or increase the competitive eligibility rate in these schools by 2 percentage points, whichever is greater & shy; between 1997 and 2002.*
- statewide UC academic development programs work to increase the number of UC-eligible program graduates from disadvantaged backgrounds by 100% between 1997 and 2002.*
- statewide UC academic development programs seek to increase the number of competitively eligible program graduates from disadvantaged backgrounds by 50% between 1997 and 2002.*
- each UC campus strive to increase the number of outreach contacts with elementary, middle school, high school and community college students and families from disadvantaged backgrounds by 200% between 1997 and 2002.*
- each UC campus establish ongoing systems to assess the qualitative effectiveness of information outreach programs by January 1, 1998.*

**D. Responsibility and Evaluation****The Task Force recommends that:**

- the President of the University, the Chancellors, and the leadership of the Divisional Academic Senates be responsible for the attainment of outcomes, in partnership with regional K-12 and postsecondary partners.*
- outcomes for Statewide academic development programs be the responsibility of the program directors.*
- the Office of the President be responsible for: a) seeking and obtaining public resources so that campuses can support the basic infrastructure for regional outreach efforts; and b) establishing and overseeing a systemwide evaluation mechanism to assess progress toward outreach goals and outcomes.*
- the University establish a new multi-campus research activity whose mission would include, but not be limited to, evaluation of UC outreach efforts on a statewide basis.*

**E. Resources****The Task Force recommends that:**

- additional funding required to implement the expanded outreach programs proposed here, estimated at \$60.5 million annually, can and should be provided by all of those who have a stake in a revitalized K-12 system, including not only the University, but K-12, state and federal*

*government, and the private sector, and the University should mount an aggressive fund-raising effort for this purpose.*

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## FOOTNOTES

1. See [Appendix A](#) for the full text of SP-1.
2. SP-1, Section 1.
3. See [Appendix B](#) for a roster of Task Force members.
4. See [Appendix C](#) for a description of specific Task Force activities.
5. See [Appendix D](#) for a list of briefings and presentations given before the Task Force.
6. For purposes of this report, the term "Latino" is used to refer collectively to Chicanos, Mexican Americans, Puerto Ricans, and all other students of Hispanic origin.
7. See [Appendix E](#) for a description of these and other outreach programs and activities.
8. Organic Act, Section 14, 1868 (cited in Centennial Record of the University of California, 1967, p. 381.)
9. See Assembly Concurrent Resolutions 150 & 151, California State Legislature, 1974.
10. Regents' Item, May 19, 1988.
11. For purposes of the following graphs, the term "Latino" is used to refer collectively to Chicanos, Mexican Americans, Puerto Ricans, and all others of Hispanic origin. Similarly for African Americans and Asian Americans, the shorter terms "Black" and "Asian" are used for purposes of brevity.
12. Figure 1 derived from data obtained via the 1990 CPEC eligibility study, which included transcript evaluations of 13,641 California public high school students.
13. See [Appendix E](#) for a description of these and other outreach programs and activities.
14. Currently over 80 percent of all community college students who transfer to the University are individuals who were ineligible to be admitted directly from high school. See Report on University of California Undergraduate Admissions and Enrollment (1996, June). Oakland: University of California, Office of the President.
15. See the American Association of Community College's AACC Annual, 1995-96: State-by-State Analysis of Community College Trends and Statistics (1995, August 22).
16. See [Appendix E](#) for a description of these community college outreach programs.
17. UC Regents Resolution SP-1, Section 1, July 12, 1995.
18. UC Regents Item SP-1, Section 9, July 12, 1995.
19. The SAT is just one of many measures of academic performance (see Figure 5) and does have flaws. However, it is the measure for which we have the most information available. As used in this report and in University admissions generally, SAT scores are employed as an indicator of students' preparation for college-level coursework. It is important to emphasize this point insofar as the SAT is sometimes viewed mistakenly as a measure of students' academic potential or even intellectual aptitude. As a standardized test, the SAT does not claim to measure students' inherent potential in this sense, but to measure the level of academic preparation students have actually achieved by the time they graduate from high school and apply to college. The SAT is the most widespread tool available for assessing not only individual students' preparation for college, but also the performance of schools themselves. In the absence of national standards in education, the SAT comes closest to a national "yardstick" for comparing educational outcomes across different regions and school systems. Across the nation about 2 out of every 5 high school graduates take the SAT each year, and in California the proportion is closer to half, making the SAT by far the largest single database for comparing different regions and schools on measures of academic preparation. The SAT data are useful as a check against high school grade point averages (GPA), since grading

standards can vary widely from school to school.

20. Another indicator of minority concentration within the bottom tier of schools is the percentage of total minority enrollments in these schools: of all African American, American Indian, and Latino enrollments in California public high schools in 1995, 63% were enrolled in the bottom two quintiles of schools, and 81% were enrolled in the bottom three quintiles.
21. Database does not include information about high school or college completion rates of mothers.
22. John Henry Newman, *The Idea of a University* (1852/1960). Notre Dame, Indiana: University of Notre Dame Press, p. 110.
23. Organic Act, Section 14, 1868 (cited in *Centennial Record of the University of California*, 1967, p. 381.)
24. CPEC Report, 1996, p. 48.
25. Appendix F presents the Executive Summary from the PACE Report.
26. PACE Report (G. C. Hayward, et. al.), 1996, p. 30.
27. PACE report, 1996, p. 31-32.
28. For a portion of its deliberations, the Task Force conducted its work in five subcommittees. Appendix G presents each subcommittee's charge and membership.
29. The subcommittee(s) for which the recommendation was a particular focus of discussion is noted in brackets.
30. The University's Urban Community-School Collaborative provides an effective model for how these relationships can be fostered. See Appendix E.
31. See *Shaping the Profession that Shapes California's Future: The California Statewide Teacher Recruitment Action Plan* (California State Department of Education, 1996) and *Where Have All the Teachers Gone?* (M. Feller, December 29, 1996).
32. See *Education Watch: The 1996 Education Trust State and National Data Book* (1996). Washington DC: The Education Trust.
33. See Appendix E for a description of Project ASSIST, Gateways, Nexus, and Pathways.
34. Appendix E provides a description of the Nexus and Gateway programs.
35. See Appendix E for a description of these and other outreach programs and activities.

Race - minority  
enrollment 002



U.S. Department of Justice  
Civil Rights Division

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*Deputy Assistant Attorney General*

June 13, 1997

TO: Elena Kagan  
FROM: Bill Yeomans

Attached are suggested revisions from the Office of the Deputy Attorney General's office on the minority enrollment directive. This has not been thru the Office of Legal Counsel.

The dismantling of traditional affirmative action programs in California and Texas have precipitated a dramatic decline in both applications by minority students to leading institutions of higher education and admissions of minority students to those institutions. These declines ~~may~~ be of enormous and immediate concern to the Nation. After years of effort to open the doors of higher education to all of our people, we face the troubling specter of the resegregation of public institutions of higher education.

should

This development diminishes the prospects of ~~the~~ talented minority students ~~who~~ are deprived of the opportunity to attend these institutions. It deprives our communities of minority teachers, doctors, lawyers and business people. It deprives the students who do attend these schools of an educational environment enriched by the inclusion of all segments of our population. This inclusion brings differing experiences and perspectives that help to prepare our youth for a future in a diverse country and a global economy. In the end, excluding large numbers of our people from the benefits of higher education will prevent the Nation from moving into the future as a unified America with the strongest, most talented workforce that we are capable of producing.

they will not

It will deny our youth access

It is imperative that we fully understand the scope, the causes and consequences of this problem and that we find a cure. We must examine the practices that are preventing the full incorporation of minority students into our institutions of higher education and determine whether those practices make sense as a matter of educational policy. Where possible, we must explore creative means to open access to higher education. I therefore direct my Advisory Board on the Initiative on Race to work with the Secretary of Education and the Attorney General to gather the facts surrounding minority admissions to institutions of higher education, with particular emphasis on public institutions in California and Texas. This examination will include collection of data regarding trends in admissions, study of the admissions criteria and practices used by institutions, including comparison of those that produce diverse student bodies and those that do not; survey of the steps identified by state officials, educators, and other experts to address this problem; and recommendations regarding actions that the federal government can take. I direct the Advisory Board to report on this matter at its first quarterly meeting.

review

Race - minority enrollment

### 12. Education Daily

July 10, 1997

## NEWSMAKER

**A**rthur Coleman has been named a deputy assistant secretary in the Education Department's Office

for Civil Rights, a newly created position. Coleman has served as the senior policy advisor to the assistant secretary

for civil rights for three-and-a-half years. ■

*Bruce, Mike Cohen,*  
~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~

*FYI.  
Cohen*

### 13. Education Daily

July 9, 1997

## TO RAISE MINORITY ADMISSIONS, TASK FORCE LOOKS TO TEACHERS

**A** task force's \$60 million plan to increase minority enrollment at the University of California (UC) would make training and retaining teachers in disadvantaged schools a priority.

For the university system's outreach program to improve academic achievement at 50 poor-performing high schools, the task force says in a recent report, spending "must focus particularly" on improving the teaching of subjects required for UC admission.

While the task force acknowledged that factors such as poverty and parents' education level contribute to poor achievement, its report said teaching in the bottom fifth of "educationally disadvantaged" schools can be improved.

Among students who take the SAT, the average score in the bottom fifth of schools is 715, compared to 1007 in the top fifth.

The task force estimates the total cost of professional development at \$18.5 million annually, or about \$370,000 at each of 450 schools — the disadvantaged high schools, plus 400 "feeder" elementary and middle schools.

The governor's office and the state legislature committed about \$4 million annually for the university system's

outreach programs before the task force made its recommendations. The task force says the rest must be raised through a massive campaign by parents, schools and industry.

The UC board of regents is to vote next week on the proposal, which is a response to the university eliminating affirmative action in undergraduate admissions beginning this fall (ED, July 24, 1995).

The 35-member task force has outlined an ambitious program of "school-centered partnerships" between UC campuses and the disadvantaged secondary schools, where 80 percent of the students are minorities (ED, May 22).

Turnover Terrible And the group's spending guidelines unveiled last week emphasize the need for better-trained teachers in college preparatory subjects.

The report said the need for new teachers in disadvantaged schools is "especially acute" because of high turnover rates.

"Teachers in these schools are much more likely to be young and inexperienced and much more frequently teach outside their area of training," the report said. "Mathematics and science teachers are in especially short supply for disadvantaged schools."

The task force urges intensive four-week summer training for teachers, as well as school-based inservice training.

Expanding teacher training and retention programs would double the number of K-12 students who participate in outreach, the report says, by making better use of the university system's resources and passing along that information to students.

The plan also calls for \$7.9 million annually in informational outreach to families, and \$7.55 million per year for technology.

California voters last fall approved Proposition 209, which outlawed racial preferences in state hiring and state university admissions (ED, Nov. 7, 1996).

A three-judge federal appeals court panel upheld the ban because it treats all races neutrally, but supporters of affirmative action have appealed that ruling to the full U.S. Ninth Circuit Court of Appeals (ED, April 9).

To view the University of California outreach task force's draft report, visit the group's Web site at <http://www.ucop.edu/acadaff/otf/cover1.html> — Dave Boyer ■

to expect campus security officers to record incidents in a campus-crime log within 24 hours, as the bill would require. ■

## LOCAL

### 28. Los Angeles Times

• 07/18/97: Edition: Home Edition: Section: Metro Desk: Page A-3

## UC Regents Panel OKs Minority Outreach Plan

### Proposal would allocate \$120 million to attract black and Latino high school graduates.

By AMY WALLACE TIMES EDUCATION WRITER

SAN FRANCISCO — A University of California Board of Regents committee unanimously approved a plan Thursday to double UC's annual spending on outreach programs—which seek to increase minority enrollment without using affirmative action—to \$120 million.

The plan, the result of 18 months of deliberations by a 35-member task force, is designed to increase the number of black and Latino high school graduates whose grades and standardized test scores make them eligible to enter UC from the current 4,200 per year to 8,500 over the next five years.

"The UC is one of the state's main avenues for social and economic mobility," said C. Judson King, UC's provost. "We need to serve that role. In short, people should be limited only by their abilities and desire, and not by social, environmental, economic and educational factors."

To make that ideal a reality, UC officials plan to target 50 underachieving or "educationally disadvantaged" high schools across California, as well as about 100 middle schools and 300 elementary schools.

The target schools would split an estimated \$370,000 a year to improve teaching skills. Officials said Thursday that they hope to cobble together the

additional \$60 million that is needed from several sources: the federal and state governments, private foundations and the targeted schools.

Currently, about 5% of black high school graduates and 4% of Latino graduates meet UC admission requirements. Nearly 13% of whites and 32% of Asian Americans are eligible.

The new outreach strategy—which also includes plans for teacher recruitment and retention programs and scholarships for disadvantaged students—comes almost exactly two years after the regents voted to ban the consideration of race and gender in UC admissions, contracting and hiring. In the wake of that vote, concern about maintaining diversity among the university's student body led to the formation of the outreach task force.

The panel's report won praise Thursday from Regent Ward Connerly, among others.

Connerly, who led the affirmative action rollback, said he supports the new initiatives and hopes they will "make more black and Latino students competitively admissible to [the University of California] starting in about five years than was the case in the past 20."

"I truly believe that history will say it was well worth the wait," Connerly said.

Although the full board is expected to

approve the committee's vote today, other regents were more muted in their praise. Lt. Gov. Gray Davis, who is a member of the board by virtue of his office, said he supported the goals of the plan but was not satisfied that it would make the university sufficiently diverse.

"Let's not kid ourselves. This is simply not enough," he said in a letter to the board, which was read aloud Thursday. Davis proposed that the UC system also adopt a proposal guaranteeing admission of the top two students of every public high school in California.

Critics, including former Regent Rick Russell, who wrote a dissenting 15-page minority report to the task force's recommendations, have said that even an infusion of millions of dollars will not solve the problems that racism has caused.

"The challenges that face us in light of the elimination of affirmative action cannot be addressed by UC outreach efforts alone," Russell wrote, calling the new report a rehash of existing policies.

The \$60-million cost projection for the program includes \$27.2 million for school outreach efforts, \$17.9 million for expanding academic programs that target black and Latino students but are open to all, and \$14.9 million for contacting students, families and schools about UC admission requirements. ■

# Press Reports on Minority Enrollment Issue -- January 1997-Present

Race: minority enrollment

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
1/31/97	The Chronicle of Higher Education	<i>"Minority Enrollment Would Drop Without Preferences, Study Says"</i> The study, based on a review of thousands of applicants to law schools, found "...if admissions decisions had been made only on the basis of grades and scores on the Law School Admission Test -- the primary criteria used to evaluate white applicants -- only 3 per cent of the applications from black students would have resulted in admissions offers" while "[c]urrently 26 per cent of black students' applications to law schools -- many of which use affirmative action -- result in offers of admission." The figure is the same for whites, according to the study. The study was conducted by Linda F. Wightman, then vice-president for testing, operations and research at the Law School Admission Council. This study appeared in the April edition of the New York University Law Review.
1/31/97	The Chronicle of Higher Education	<i>"Ignoring Advice, U. Of Houston Offers Race-Based Scholarships"</i> The University of Houston system chancellor said he intended to keep such scholarship programs in place because the question of their legality remained unsettled.
2/14/97	The Chronicle of Higher Education	<i>"Texas Attorney General Bars Affirmative Action at Colleges"</i> In response to prompting by the University of Houston system for answers to questions about financial-aid programs and for a legally binding opinion, Texas Attorney General Dan Morales issued an opinion (week of February 7) ordering public colleges in the state to stop considering race in any institutional policies.
2/14/97	The Chronicle of Higher Education	<i>"Number of Minority Students Applying to U. Of Cal. Plunges"</i> The University of California system received a record high number of applications for admission next fall, but the number of minority applicants dropped sharply. The nine-campus system received 46,682 applications, an increase of 1.6% over last year. While the number of white applicants grew by 1% and the number of Asian-American applicants by nearly 3%, the number of black applicants dropped almost 11%, 15% for American Indians, 5% for Mexican-Americans, and 7% for Latinos.
3/14/97	The Chronicle of Higher Education	<i>"Lawsuit Challenges Affirmative Action at U. Of Washington"</i> The lawyers who successfully challenged the race-based admissions policy at the University of Texas School of Law [Hopwood] filed a similar suit [the week of March 7] against the University of Washington's law school.
3/14/97	The Chronicle of Higher Education	<i>"U. Mass Students Seize Building in Protest on Minority Issues"</i> A group of students at the University of Massachusetts took over an administration building protesting what they said was the university's slow progress in recruiting and retaining minority students and professors.

Bill Kincaid/Mike C / Tom F  
From D. of Ed.

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3/14/97	The Chronicle of Higher Education	<p><i>"Lawsuit Attacks Race-Based Policies in U. System of Georgia"</i> Eleven residents of the state, seven whites and four blacks, filed a class-action lawsuit charging that racial segregation persisted at the system's 19 universities because of such policies as affirmative action. Plaintiffs' suit demands that the system eliminate the racial identifiability of its historically black and predominantly white colleges and that the campuses stop considering race in admissions, hiring, and other decisions. <b>The case is significant in part because it encompasses both desegregation and affirmative action issues. Also, it points out the complicated nature of this debate. Plaintiffs in the case claimed the university system perpetuated the separation of students by race through its affirmative action policies that were meant to weed out vestiges of segregation.</b></p>
3/19/97	The New York Times	<p><i>"Universities Report Less Minority Interest After Action to Ban Preferences"</i> After decisions to dismantle affirmative action programs at public universities in California and Texas, applications from blacks and Hispanic students are down significantly at both states' most prestigious universities and professional schools, leading to fears that the initiatives will result in a long-term decline in minority enrollment. <b>This is the first of the national papers to report that minority applications/enrollment had declined in the wake of Hopwood and California's Prop 209.</b></p>
3/21/97	The Chronicle of Higher Education	<p><i>"U. Of Mass. Accepts Students' Demands to End 6-Day Sit-In"</i> Student protesters at the University of Massachusetts ended a six-day takeover of an administration building after winning many of their demands such as <b>increasing the enrollment of minority students, offering more financial aid to needy students, and giving minority students a greater voice in the selection of minority professors.</b></p>
3/21/97	The Chronicle of Higher Education	<p><i>"U. Of California Regent Pushes for Anonymous Applications"</i> Ward Connerly, the architect of the successful campaign to approve an anti-affirmative action referendum in California, and member of the UC Board of Regents proposed that applicants be tracked by their Social Security numbers instead of their names to avoid giving admissions officers clues to their race.</p>
3/27/97	The Dallas Morning Star -- Editorial	<p><i>"Affirmative Action; Race should be part of admission 'basket'"</i> DMN editorial argues U.S. Education Department official Norma Cantu's warning to Morales that Texas state universities do not need to stop using race or ethnicity as one of several factors in determining admission or offering financial aid <b>"creates an opportunity to move all Texas students forward."</b></p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
3/28/97	The Chronicle of Higher Education	<p><i>"New Graduate-Admissions Policy at U. Of Cal. Is Called Biased"</i>            Several civil-rights groups charged in a complaint filed with the U.S. Education Department's Office for Civil Rights that the University of California -- through its new policy of not using racial and gender preferences in graduate-school admissions -- was illegally relying on other criteria that systematically discriminate against minority and female applicants. The advocacy groups alleged the discriminatory impact of the university's policies is amplified by pressure on its officials to bring about the significant declines in minority and female enrollments in order to show the university is complying with bans on racial and gender preferences. The groups, including the NAACP Legal Defense Fund, the California Woman's Law Center, and the Mexican-American Legal Defense and Educational Fund, asked the department to prohibit the university system from using graduate-admissions policies that are biased against minority female applicants.</p>
3/28/97	The Chronicle of Higher Education	<p><i>"Texas Colleges Told They May Consider Race in Admissions"</i>            U.S. Department of Education official Norma V. Cantu says colleges in Texas are not bound by Hopwood, article says.</p>
3/28/97	USA Today -- Editorial	<p><i>"Affirmative Action; Keep Campuses diverse vs. Don't force diversity"</i>            In a USA Today editorial, the paper argued that recent challenges to affirmative action were undermining important gains and that pursuing college diversity is constitutional and right.</p>
3/29/97	Houston Chronicle	<p><i>"This is not a time for race-baiting"; Lee, Ellis respond to Gramm in college admissions debate"</i>            U.S. Rep. Sheila Jackson Lee and state Sen. Rodney Ellis joined forces to support affirmative action in admissions policies at Texas universities and to oppose Senator Gramm's demand that the department change its position on affirmative action in Texas schools. Legislators pointed to a statistical analysis prepared by the Texas Higher Education Coordinating Board that found "race-neutral" policies will result in a 40% to 50% reduction in minority enrollment at Texas colleges.</p>
4/4/97	The Chronicle of Higher Education	<p><i>"Guarding Diversity Programs From Political and Judicial Attack"</i> In a Chronicle article, Derrick Bell argues that in order to insulate diversity programs from political and judicial attack, we must eliminate racial and gender classifications and that "...while they fight to protect existing affirmative-action programs, advocates must devise new approaches to achieve and maintain diversity in student bodies, faculties, and administrative ranks." Bell says "[a] diverse student body . . . can be sought through a balancing of social and economic background, geographical location, and consideration of the applicants' interests, viewpoints, and experiences. In short, affirmative action can become officially what it actually is in practice at many schools; a program that brings in students previously excluded by class, as well as by race."</p>

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4/4/97	San Antonio Express News	<i>"Clinton urged to join admissions debate"</i> State Senators ask President Clinton to take stand to protect rights of minority students applying for college.
4/8/97	Houston Chronicle	<i>"Applications by minorities down sharply; State's largest universities see drop in wake of Hopwood case"</i> Minority applications to some of Texas' largest universities dropped dramatically this year, and officials are blaming the decline on race-neutral policies in admissions and financial aid.
4/10/97	The Chronicle of Higher Education	<i>"Number of Minority Students Admitted to U. of Texas Law School Plummet"</i> "The plunge was particularly marked among black students, who saw their number drop from 65 last year to just 5 this year." Note: by June, this number had risen to 10 but no black student enrolled.
4/10/97	The Wall Street Journal	<i>"Class Action: Need, as a Substitute For Race Preferences, Is Just as Hot"</i> A panel of sociologists, advising Texas Education Commissioner Kenneth Ashworth, predicted that substituting income or a mix of socioeconomic factors for race would cut the number of blacks and Hispanics admitted to state universities by half.
4/10/97	American Statesman -- Editorial (Austin, TX)	<i>"Uphold affirmative action"</i> Harvard Graduate School of Education researchers found that the nation's schools are becoming resegregated at a clip unequaled since Brown vs. Board.
4/11/97	The Chronicle of Higher Education	<i>"U.S. and Texas Officials Clash Over Affirmative-Action Ruling"</i> Norma Cantu's conclusion clashes with the view of many legal observers.
4/11/97	The Chronicle of Higher Education	<i>"Florida Atlantic U. Alters Race-Based Aid at Urging of U.S."</i> FAU has changed several scholarship programs that were exclusively reserved for minority students -- the scholarships will now be open to students of all races.
4/11/97	The Chronicle of Higher Education	<i>"New Mexico Urged to End Separate Minority-Student Offices"</i> The New Mexico Association of Scholars, which is affiliated with the National Association of Scholars, says separate student services for American Indian, Black, and Hispanic students "amount to university-sponsored segregation and create a 'balkanized' campus" at the University of New Mexico.
4/11/97	Education Daily	<i>"Affirmative Action Limits Likely After Court Ruling"</i> Schools and colleges that were already scaling back affirmative action programs may be forced to limit them even further, in light of the U.S. Ninth Circuit Court of Appeals' April 8th ruling upholding California Proposition 209.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
4/15/97	The New York Times (also ran in The Sacramento Bee)	<i>"In Shift, U.S. Tells Texas It Can't Ignore Court Ruling Barring Bias in College Admissions"</i> A month after warning Texas that it could lose federal financing if it ended affirmative-action programs in its university, "the Department of Education has reversed itself, saying Texas and its two neighboring states must comply with a year-old federal court decision banning the use of race as a factor in admissions and scholarships." Note: U.S. Department of Education official Norma V. Cantu was responding to questions posed by Texas state legislators.
4/16/97	Associated Press	<i>"House approves two bills aimed at diversifying schools"</i> The Texas House approved two bills aimed at diversifying enrollment at public universities in the wake of <i>Hopwood</i> .
4/23/97	The New York Times	<i>"Seeking New Approaches for Diversity"</i> "Bans on affirmative action in California and Texas are producing the most concerted efforts since the landmark Bakke ruling in 1978 to develop alternative approaches that will maintain diversity in higher education without using race as a factor."
4/24/97	Associated Press	<i>"Top U.S. universities endorse affirmative action in admissions"</i> The Association of American Universities, which includes 62 of the top research institutions in the U.S., adopted a resolution defending the right to use race, ethnicity, and gender as criteria for selecting students. The group, which includes most members of the Ivy League, private colleges like MIT and Vanderbilt and leading public universities such as UT-Austin and UC-Berkeley, took out an advertisement in the paper. Among other things, the advertisement said, "[i]f our institutional capacity to bring together a genuinely diverse group of students is removed -- or severely reduced -- then the quality and texture of education we provide will be significantly diminished."
4/24/97	The New York Times	<i>"62 Top Colleges Endorse Bias In Admissions"</i> The Association of American Universities, "a prestigious circle of 62 of the nation's leading research universities, adopted a resolution. . . supporting the right of colleges to use affirmative action in their admissions procedures."
4/25/97	The Chronicle of Higher Education	<i>"Colorado Agency Punishes 5 Colleges Lacking Minority Graduates"</i> Paper reports "support among many Colorado politicians for affirmative action is as thin as the Rocky Mountain air. Even so, a state agency is cracking down on five public colleges that do not meet one race-based policy."
4/25/97	The Chronicle of Higher Education [Academe Today]	In "Times" Ad, 62 Top Universities Endorse Use of Race in Admissions The members of the Association of American Universities tend to focus their attention on research issues, but at their annual meeting, they approved a statement "On the Importance of Diversity in University Admissions."

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4/25/97	Associated Press	<i>"Educators cheered by poll showing support for college diversity programs"</i> "Despite hot debate over such programs, efforts to promote racial, cultural and ethnic diversity on college campuses enjoy wide voter support, a survey indicates." The poll, conducted for the Ford Foundation in Washington state, a potential pilot study for surveys nationwide, shows conservatives as well as liberals support educational diversity, especially to prepare students better for employment in a multi-cultural world.
4/28/97	The Dallas Morning News	<i>"Acting affirmatively; Texas needs new college admissions plan"</i> "Texas legislators believe they have a way to help keep more minority students going to college [in Texas], not out of state."
4/30/97	USA Today	<i>"UCLA student group works to retain blacks, . . ."</i> Like admission rates, retention rates for black and Hispanic students at UCLA are lower than those of white and Asian-American students and a group of concerned students is working to make sure minority students stay in school once they enroll.
4/30/97	USA Today	<i>"Colleges see fewer minorities apply"</i> California campuses and hosts of other universities have halted the use of race as an admissions factor in those states and now higher education leaders nationwide are starting to see the impact. Article sets out statistics regarding fall 1997 applications, other trends, as well as reactions.
5/7/97	The Washington Post -- Op-ED	<i>"Affirmative Action: Beyond Diversity"</i> In a Washington Post op-ed by Owen Fiss, Sterling professor at Yale Law School, Fiss analyzes issue of race as it relates to affirmative action and argues we must endure sacrifices attendant with addressing issues of race, including the need for affirmative action. "Rather than thinking of affirmative action in terms of diversity or compensation, we should see it as a structural remedy for a structural problem."
5/9/97	The Chronicle of Higher Education	<i>"Berkeley Students Protest Cal. Law Barring Affirmative Action"</i> About 40 students took over the administration building at the University of California at Berkeley fastening its doors and fire exits with bicycle locks to protest the university's plan to comply with Proposition 209.
5/9/97	The Chronicle of Higher Education	<i>"Scholarship for White Students Challenged in Alabama Lawsuit"</i> A black student charges in a lawsuit that a court-ordered scholarship program for white students at Alabama State University violates the constitutional rights of black students.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
5/12/97	Academe Today	<i>"Backers of Affirmative Action Seek Strategy to Win Support for Their Cause"</i> At a day-long conference sponsored by Harvard's Civil Rights project, more than 150 academics, lawyers, and civil-rights advocates gathered to begin plotting a strategy for persuading judges, politicians, and the public that it is legal and just for colleges to use affirmative action to promote diversity. It was the third sponsored by Harvard since the March 1996 U.S. Court of Appeals for the Fifth Circuit's decision in <i>Hopwood</i> . Chris Edley and Gary Orfield have directed the conferences.
5/12/97	Newsweek	<i>"The Color Bind"</i> Ellis Cose analyzes the <i>Hopwood</i> case's affect on enrollment in Texas law schools and argues those who are passionate about tearing down affirmative action should be as adamant about upgrading bad schools and improving conditions in poor communities.
5/12/97	Los Angeles Times	<i>"Plans Seek More UC Pupils From Poorer Schools"</i> Ban on affirmative action in admissions to the University of California has spawned a series of proposals seeking other ways of increasing the number of students drawn from the state's poorer-performing high schools.
5/13/97	The San Francisco Chronicle	<i>"UC Task Force Reaches Impasse/Regents' panel disagrees on how to diversify student body"</i> "Nearly 18 months since its first meeting, the 35-member outreach task force still has not produced its report -- a testament to both the magnitude and the contentiousness of their task."
5/13/97	The Christian Science Monitor	<i>"Affirmative Action: Rollback That Isn't"</i> "... efforts to curtail preferences in state hiring, contracting, and education are moving forward - but slowly."
5/15/97	The Chronicle of Higher Education	<i>"Minority Admissions Plummet at Berkeley's Law School"</i> The pool of black admits fell from 75 last year to 14 this year.
5/15/97	The San Francisco Chronicle	<i>"Diversity Lessons At Boalt Hall"</i> "The University of California at Berkeley's Boalt School of Law announced that 55 students of under represented minority groups have been accepted to this fall's entering class -- by far the lowest number to be admitted in more than a decade.
5/16/97	The Chronicle of Higher Education	<i>"Texas Says Athletes Are Exempted From Race-Blind Policy"</i> "Universities are continuing to make exceptions for minority students -- but only for those physically gifted enough to qualify for athletics scholarships," says a Democratic state legislator from Texas.
5/16/97	The Chronicle of Higher Education	<i>"North Carolina Student's Bias Lawsuit Dismissed as Frivolous"</i> A federal judge in North Carolina dismissed another affirmative-action lawsuit.
5/16/97	The Jefferson Report (Internet)	<i>"Berkeley Bland"</i> The first class to be admitted to the UC Berkeley's law school showed an 81% drop in black admissions from last year.

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5/16/97	The Christian Science Monitor	<i>"College Minority Admissions Drop"</i> "The admission of the first post-affirmative-action classes at prestigious law schools in California and Texas shows a steep decline in the number of minority students. The number of African-Americans offered admission in law schools at the University of California at Los Angeles and Berkeley dropped by 80 percent."
5/19/97	ACE NEWS (press release on release of Fifteenth Annual Status Report on Minorities in Higher Education)	<i>"Students Of Color Continue To Make Gains In Higher Education, But Progress Slows, ACE Report Reveals"</i> "Enrollment gains by students of color in higher education have slowed considerably after several years of rapid growth." "While minorities continued to register increases in the number of students attending colleges and universities and receiving degrees during the period covered by the report, the findings raise concerns about the impact of more recent political and legal attacks on affirmative action."
5/19/97	Internet -- "Minorities In Higher Education 1996-7", American Council on Education publication	<i>"Growth in College Enrollment For Minorities Slows"</i> "Although the number of minority students pursuing higher education grew 2.9% from 1994 to 1995, that pace is well below enrollment advances in prior years."
5/19/97	The Washington Post	<i>"Minority Admissions Fall With Preferences Ban; Steep Declines at Two State's Flagship Universities Raise Alarm on Campuses Nationwide"</i> "At both the University of California and the University of Texas, the effect of landmark new prohibitions on racial preferences has been swift and dramatic".
5/19/97	Detroit Free Press	<i>"Minority growth slows on campus"</i> "The doors to higher education pushed open by students of color in recent years are closing to a crack -- a trend that warns of worse setbacks if attacks on affirmative action continue..." Article sets out Michigan school trends.
5/19/97	The New York Times	<i>"College Minority Enrollment Slowed in 1995"</i> More reactions to a report released 5/19/97 by the American Council on Education.
5/19/97	USA Today	<i>"Minority gains in college lose steam"</i> More reactions to a report released 5/19/97 by the American Council on Education.
5/21/97	The Chronicle of Higher Education -- Academe Today	<i>"U. Of Cal. Told It Can Keep Diversity by Helping Poor to Prepare for College"</i> A panel of educators and business leaders recommended that the University of California should step up its efforts to help disadvantaged students in the state prepare for college.
5/22/97	The Chronicle of Higher Education -- Academe Today	<i>Only One Black Student Has Accepted Admission to U. Of Texas Law School</i> "The school's dean blamed the drop in acceptance by black and Hispanic students on a federal court's decision last year that banned the consideration of race in Texas admissions."

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5/22/97	The Dallas Morning News	<i>"Lone black law enrollee withdraws; Media scrutiny at UT cited in his decision"</i> The first year student, whose name was not released, said the media attention would be too much to take. Student will go to Cornell University.
5/22/97	The Dallas Morning News	<i>"Senators OK bill tracking colleges' minority enrollees; Officials say falling numbers alarming"</i> The legislation directs state officials to monitor minority participation at state colleges and universities in the wake of Hopwood.
5/22/97	Education Daily	<i>"Two States Trying To Ease Affirmative Action Squeeze"</i> "Texas and California, at the center of legal and political wrangling to end affirmative action, are both working to stem the resulting decline in minority college applications."
5/23/97	The Chronicle of Higher Education	<i>"Texas's State Colleges to Admit Top 10% of High-School Classes"</i> The Texas Legislature voted to require public universities to admit all students who graduate in the top 10% of all public and private high-school classes in the state.
5/23/97	The Chronicle of Higher Education	<i>"Backers of Affirmative Action Seek Research to Bolster cause; At meeting at Harvard, sympathetic lawyers tell scholars that their work will not sway many judges"</i> Report on Harvard conference.
5/23/97	The Chronicle of Higher Education -- Academe Today	<i>"Sole Black Student in Entering Class at U. Of Texas Law School Withdraws"</i> "He does not want to spend his law-school career in the spotlight and in a position where he is going to be the representative for his race," said Shelli Soto, UT law school admissions director.
5/28/97	The San Francisco Chronicle	<i>"UC Regent to Be Quizzed On Affirmative Action"</i> Lawyers representing UC Santa Barbara student reporter Tim Molloy in a case alleging Gov. Pete Wilson and the regents broke the state's open-meeting law by locking in votes against affirmative action before a public vote was taken got a break when the judge ordered depositions to be held at the end of June.
5/29/97	Houston Chronicle Editorial	<i>"AFTER HOPWOOD; The problem does not lie with Texas' top universities"</i> Paper argues Texas state legislators are wrong to blame administrators of Texas' top colleges and universities -- they've worked hard to enroll diverse student bodies. Rather, they should blame public schools, irresponsible or overworked parents, or the students themselves.
5/30/97	The Chronicle of Higher Education	<i>"San Francisco State U. Students Protest for Right to Protest"</i> About 50 students at CSUSF rallied to protest what they believed was the administration's attempt to prevent a previous rally against Prop. 209.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/1/97	Los Angeles Times	<i>"At Last, a UC Admissions Plan That Rewards Merit"</i> A number of policy-makers who have recently proposed that UC admission should be guaranteed to the top-ranking graduates of each of California's 844 high schools are on the right track.
6/1/97	The New York Times -- Editorial	<i>"Segregation Anew"</i> In an editorial, the paper calls drop-off of applications (in light of Hopwood and Calif. Prop. 209) "astounding" and argues "if universities don't take disadvantage into account, many minority students will face the prospect of resegregation in higher education."
6/1/97	The Dallas Morning News -- Editorial	<i>"Hopwood aftermath; Texas must find ways to boost minority enrollment"</i> A DMN editorial argues "unless a concerted effort is made to counteract the U.S. Fifth Circuit Court of Appeals ruling, the state may get stuck with a national reputation as being hostile to minority students."
6/2/97	USA Today Commentary	Author Gwen Daye Richardson, editor of Headway magazine, argues Gov. Bush's 10% solution is flawed because high schools vary so much in terms of their standards and curricula. The larger question: why are so many of our public schools failing to adequately educate black students?
6/2/97	TIME	<i>"Back to the Future; forced to scuttle affirmative action, law schools see minority enrollment plummet to 1963 levels"</i> Story reports on declines in minority enrollment and highlights Linda Wightman study (see 1/31/97 entry) showing that of the 3,485 blacks accepted by law schools in 1991, just 687 would have been admitted only the basis of board exams and grades. These same minority students had graduation and bar-exam pass rates similar to whites' and they had an incalculable value to the black community as both professionals and role models.
6/3/97	The Dallas Morning News	<i>"Diversity on campus addressed in session; Bills were response to Hopwood decision"</i> For the first time in recent history, lawmakers said, they made it their business to dictate college admissions policies to ensure diverse campuses across Texas.
6/5/97	The Dallas Morning News	<i>"Texas professional school see few minorities. Decline in fall numbers linked to court decision"</i> Some of the state's most prestigious medical, dental and law schools will have few, if any, minorities in their new fall classes and this could have a profound long-term impact on the state because of the great need for doctors, dentists, lawyers and other professionals in minority communities.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/5/97	Detroit News Editorial	In its editorial "Is Academia Resegregating?" the paper argues the decline in minority applicants in the wake of <i>Hopwood</i> and California Prop. 209 "says less about a resurgence of racism than about the failure of the educational system to produce qualified candidates for higher education. The paper suggests that rather than perpetuate practices that were always intended to be temporary, America's leading public universities should work to reform K-12 systems and offer cost-effective enrichment programs that "help disadvantaged races."
6/9/97	The Orlando Sentinel	<b>An Affirmative nod to university-admissions plan in Texas</b> Praises new Texas law signed in May by Governor George Bush guaranteeing students whose grades are in the top 10 percent of graduates at their high school will be admitted to a public college or university. After those students make their choices, public universities will accept other students according to their academic performance, their extracurricular activities or other special abilities. Plan is "an excellent way to level the playing field between wealthy suburban schools and rural or inner-city school districts that...don't have the amenities that student in the 'burbs usually enjoy' because it rewards kids who do their best within the limits of their personal circumstances. It also eliminates the consequence of students who may not perform as well on standardized tests as other students in better environments being rejected from admission.
6/9/97	The Wall Street Journal Review & Outlook	<b>The 'New Segregation'</b> Editorial argues academic community abused the discretion Justice Powell gave it when it developed admissions policies that sorted applications by race and gave them numerical criteria and that current alarm over declines in minority applications and enrollment at CA and TX schools is overblown because at UC-San Diego and UC-Riverside, though slightly less prestigious, the numbers are way up. Ward Connerly is quoted to say "[a] self-correcting policy is kicking in." The article argues national statistics showing black college students are only half as likely as whites to graduate and that these students might be better served getting through lesser schools than flunking out of more elite schools.
6/11/97	The Houston Chronicle	<b>Decline in minority enrollment stuns Clinton</b> , President will address race issues this week Chronicle reports President is "stunned" by the drop in minority admissions at UT and other schools and will cite the decline in a major speech on race this week, according to senior WH officials. Opponents of affirmative action say decline proves unqualified minority students have been allowed into universities under programs built on double standards.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/12/97	The Christian Science Monitor	<b>Texas Hunts for Ways to Foster Diversity</b> Texas legislatures passed new law last month requiring public colleges to offer admission to top 10 percent of high school students. Because many of these schools in Texas are predominantly black or Hispanic, in theory the law could foster racial diversity. Another bill, sponsored by two black representatives would require scholarship athletes to meet the same minimum grade standards as the rest of the student body. The bill's authors say its unfair to eliminate race-based scholarships for academically qualified minorities while admitting less qualified minorities on their athletic merit. According to the article, Gov. Bush supports both measures, but Terry Pell, one of the Hopwood lawyers says lawmakers are simply substituting one arbitrary admissions philosophy for another. UT law school dean Michael Sharlot says the current policy has left the school with little choice but to place more emphasis on grades and test scores.
6/12/97	San Diego Union-Tribune	<b>UCSD in spin over provost resigning</b> Three days before President Clinton visits San Diego to call for better race relations, campus is spinning over the resignation of a provost who said the university lacks the resolve to do its part. UCSD provost Cecil Lytle resigned after the university chancellor agreed with a faculty vote rejecting Lytle's charter school initiative. Lytle's plan would have created an on-campus charter high school for disadvantaged students. UCSD Chancellor Robert C. Dynes says the vote reflects issues that have nothing to do with the pros and cons of diversity and doesn't think there is racial division on campus.
6/12/96	AP	<b>Clinton to name historian to head advisory board</b> President names John Hope Franklin to chair racial advisory board whose purpose is to launch a national discussion about race. Clinton "intends to stress the nation's multiracial culture but give special attention to black Americans." Clinton wants the country to deal with its racial problems now in good economic times and while there is no crisis atmosphere." Advisory board will spend a year holding town meetings around the country, gathering information that Clinton will use to issue a report.
6/12/97	AP	<b>Clinton Names Advisors on Race</b> (two AP stories by Ron Fournier)
6/12/97	ABC World News Tonight	<b>Affirmative Action</b> ABC's Aaron Brown
6/12/97	Los Angeles Times	<b>Clinton's Visit a Windfall for Connerly</b> President's CA trip bound to benefit Connerly and his assault on gov't affirmative action. Connerly says "[c]andidly, any time the President speaks on this topic it cannot help but heighten the interest in our message. It gives us a level of national attention we otherwise would not enjoy. Unwittingly, the president is benefitting us." Connerly has formed a small organization -- two staffers and a small office -- and is helping anti-affirmative action campaigns across the country, including an ad campaign.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/12/97	The Wall Street Journal	<p><b>A Law School's Diversity Checklist</b> University of Illinois College of Law Associate Dean John Colombo recently distributed a "diversity Checklist" to his law school faculty. Checklist sets out ways to avoid "needlessly offending or embarrassing any students in your class" and includes using characters from a wide range of diverse groups in problems, that the majority of problems used over the course of the year should be free of any stereotypic notions, and that faculty should make attempts to portray traditionally disfavored groups in a positive light and traditionally favored groups in a comparatively inferior light.</p>
6/12/97	San Diego Union-Tribune	<p><b>Social Responsibility, Lytle's resignation stains UCSD's character</b> Two days before president is set to issue an appeal for racial healing, campus is in dispute that has "disturbing racial overtones." Some community leaders say vote rejecting charter school reflects "that racial harmony at UCSD is quite different from what is claimed." Article says veto and UCSD's "refusal to reach out more effectively to San Diego's diverse community are troubling signs that the president's mission of racial healing must begin right on campus."</p>
6/13/97	Baltimore Sun	<p><b>Race in America is more than just black and white, Clinton speech to urge a national taking stock</b> Setting where Clinton to give national address on race fitting -- southern CA scene of race riots after O.J. Simpson verdict, Prop. 187, Prop. 209, and demographics demonstrate evolving and complex nature of race in CA and rest of nation (e.g. projections that non-Hispanic whites will be a plurality within five years, etc.)</p>
6/13/97	The San Francisco Chronicle, Open Forum by GOV. PETE WILSON	<p><b>Opportunity Doesn't Depend on Race</b> Wilson writes open letter to President Clinton says Clinton going about the desired restoration of a sense of community to the American people "the wrong way." Points out internal conflicts in administrators on affirmative action issue citing DOT, DOE, Prop. 209 and <u>Piscataway</u> examples. Should expand access to opportunity, challenge students with high standards, Early Start, literacy, etc. President should say no to preferences and declare "that opportunity in America does not depend on race."</p>
6/13/97	The New York Times	<p><b>Clinton Names 7 to Race Relations Panel</b> President asked seven people to advise him on promoting better understanding among the races on issues like crime, housing, etc.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/13/97	San Francisco Chronicle	<p><b>Clinton to Spotlight Minority Law School Admissions, Big drop without affirmative action</b>  Clinton to focus on "precipitous drop in minority admissions at public law schools in California and Texas", according to WH officials. Christopher Edley says universities whose minority enrollments drop suddenly are open to possible scrutiny for possible violations of civil rights laws. Decline in minority enrollments in law school is the first evidence of the effect of Prop 209 at the graduate level. For undergraduates, the policy will go into full effect beginning in the spring of 1998. At Boalt, administrators are stumped about how to deal with the decline. Assistant Dean Lujana Treadwell says Boalt has spent months devising an admissions policy that did not rely on grades and test scores, but rather longer personal essays and other factors like giving greater weight to recommendation letters.</p>
6/13/97	Philadelphia Inquirer	<p><b>Clinton aims to ease racial tension, Yearlong plan will also try to help minorities make economic gains</b>  While they agree there is a need for a discussion on race, civil rights leaders worry that the administration is not prepared to push for sufficient policy changes or spend enough money to make a real difference. Hugh Price says it is an important step but not enough; Raul Yzaguirre, president of La Raza says Hispanics are not sufficiently the focus. Still others of Clinton's critics say he could make the problem worse by pushing for affirmative action and other programs many whites and even some blacks find offensive. Article points out statistics showing disparities in income between blacks and whites and points out blacks and other minorities often live in separate neighborhoods, go to separate churches, etc., and have varying perceptions of the world. Russell Adams, chairman of African-American Studies Department at Howard University, says it is hard for whites to take seriously the fact of remaining inequities when they see models of success like Colin Powell and Oprah Winfrey. He says Clinton should point out three things: (1) the endemic character of racism; (2) that much of it is unwitting and unconscious; (3) that we have made changes despite those who believed they'd be dangerous for the nation. David Bostis, who studies racism at the Joint Center for Political and Economic Studies, says the President should pressure banks and insurance companies to make capital more available to minorities, particularly in inner city neighborhoods, and he should step up enforcement of the antidiscrimination laws.</p>
6/13/97	AP	<p><b>Connerly steps up campaign on Clinton speech</b> Notes New York Times ad and radio ads</p>
6/13/97	San Diego Union-Tribune	<p><b>Connerly supports prep school for UCSD</b> University of California regent who has become chief spokesman for the elimination of affirmative action supports establishing a charter high school at UC-San Diego for inner-city youth. Upon hearing of Connerly's support, UCSD Chancellor Dynes appeared to be reversing course saying "the door is still open for any campus to form a charter school." The matter may be taken up at the July 17-18 business meeting of the regents. San Diego regent Peter Preuss who had a leading advocate for the charter school has pledged to put up \$500,000 of his own money to get it off the ground.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/13/97	The Christian Science Monitor Commentary	Time for the President to Defend Affirmative Action by Jerome Karabel, professor of sociology at UC-Berkeley In his commentary on Clinton's upcoming race speech, Karabel criticizes affirmative action based on class, pointing to UCLA's law school which tried this fall to address the issue in this manner but saw a 80 percent and 32 percent decline in the number of blacks and Latinos respectively. Karabel urges Clinton to forcefully reaffirm his support for affirmative action or face possibility of returning "to levels of racial segregation in higher education not seen in more than a quarter of a century."
6/13/97	Los Angeles Times Commentary	White House Words Belie Action in Race/Under the guise of diversity, it has aggressively pursued a policy of preferential treatment (by John C. Liu, director of research at Pacific Research Institute, a think tank in San Francisco) criticizes Reno and Riley for "aggressively" pursuing a policy of preferential treatment under the guise of diversity by threatening to without federal funds from public projects and educational institutions "unless numerical targets are met, targets only achieved by granting racial and gender preferences." Liu criticizes Riley for saying Prop 209 has had a chilling affect on poor and minorities when numbers of underrepresented applicants at UCSD increased from 1996-1997. Lui says President and his administration should "ignore the irrational mantra of group entitlements and pursue the goal of racial harmony premised on equal treatment of individuals."
6/13/97	San Francisco Chronicle Editorial	The President Takes On Nation's Toughest Issue Clinton should be judged by the substance of what this "national dialogue" produces but fact that Clinton views race relations as a priority of his presidency "is an encouraging start."
6/13/97	The Wall Street Journal (Mike Frisby interviews POTUS)	Race Course: Clinton Stays Popular with Blacks in Spite of Fraying Safety Net -- One Reason Is His Readiness To Tackle Issue of Bias, As He's Doing Tomorrow -- Minorities Shifting Attitudes As Clinton tries to foster a dialogue on race, he faces a big challenge: Blacks and whites see life differently. Pointing to polls, Frank Newport, Gallup Poll editor in chief says "[l]ooking at America, whites see fewer race problems." "White Americans believe we don't need the government intervening to try to solve a problem we don't think exists." Clinton says educating whites is part of his mission. "We have to show them that the nation hasn't reached a time when "at the point where people get into college, everybody's had the same chance, in the same way, at a college education."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/13/97	The San Francisco Chronicle	<p><b>Clinton to Spotlight Minority Law School Admissions/Big drop without affirmative action</b>  Clinton plans to focus on the "precipitous drop in minority admissions at public law schools in California and Texas, according to White House officials. Aides say Clinton has not yet resolved how the federal government can respond to this first evidence that banning affirmative action has affected public university admissions in both states. Edley says the question is whether this devastating rollback raises enforcement issues under current civil rights statutes. "If you analogize this to a dramatic shift in the makeup of the workforce of a major company, it would be serious cause for concern." In past two weeks, Clinton has established an interagency task force consisting of officials from the Domestic Policy Council and the Justice and Education departments, and the White House has been interviewing educators grappling with the issue. One program drawing interest is the "Berkeley Pledge" which was set up by departing UC Chancellor Chang Lin Tien to identify promising inner-city elementary and high school students and help them qualify to attend UC.</p> <p>Decline in minority enrollments in law school if first evidence of effect of regents resolution which applied only to graduate schools until spring 1998 when it goes into affect for undergraduates. But other graduate disciplines are finding similar results; the percentage of minority students applying to the University of California at San Francisco medical school also dropped by 22 percent -- <b>the largest decline in the university's history.</b></p>
6/14/97	AP Worldstream/AP Domestic	<p><b>Clinton appeals for all to renounce bigotry and hate</b> Criticism formed immediately over Clinton's record and his creation of an advisory commission on race relations. Arney says blaming lower minority enrollment on the end of affirmative action is a "misdiagnosis'."</p>
6/14/97	AP Domestic/PM Cycle	Above article slightly revised.
6/14/97	U.P.I.	Clinton appeals for "one America" wire story
6/14/97	Copley News Service	<p><b>Clinton Defends Affirmative Action At Commencement Speech</b> Favorably reports on event. Notes Pete Wilson turned down an invitation to attend and also the charter school controversy.</p>
6/14/97	Cox News Service	<b>News Analysis: Clinton on Collision Course With Affirmative Action Foes</b>
6/14/97	FDHC Political Transcripts  Federal News Service	<p><b>Webwire-Delivers Commencement Address At University of California San Diego</b> (transcript of speech)</p> <p>Speech transcript</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/14/97	NBC Nightly News	<p><b>President Clinton Speaks to Graduates In San Diego About Racism</b> David Bloom reports that speech was notable also for what Clinton did not say. Pre-speech excerpts of the speech released from the White House contained much tougher language about the effects of the anti-affirmative action measures in Texas and California. Also, Bloom notes that Clinton did not make clear what he wants to accomplish. Report quotes president's chief of staff "judge us at the end of this yearlong process, not, after one speech."</p>
6/14/97	CNN	<p><b>Breaking News at 1:33 EST</b> Woodruff, Blitzer with guests Jack Kemp, Kweisi Fmume, Loretta Sanchez, James Earl Jones (transcript of post-speech coverage/interview)</p> <p><b>Capital Gang at 7:30 EST</b> Mark Schields, Al Hund, Robert Novak, Kate O'Beirne with quest Floyd Flake (transcript of post-speech coverage/interviews)</p>
6/14/97	The Houston Chronicle	<p><b>Clinton must close divide to deal with race</b> (Byline by Carl T. Rowan) Rowan writes Clinton is appalled by recent steep drops in minority enrollment and has asked the DPC, Department of Education, and the Justice Department to tell him what he and the federal government can do to halt the trend. By "wading into the briar patch of race relations, Clinton is taking perhaps his biggest gamble since he decided to run for president." So far, word of his plan has inspired cynicism among blacks who say he is merely staging a public relations gimmick, and whites who fear he is going to cheat and punish them just to build a 'protector of minorities' image. Using Gallup poll figures, Rowan argues there is a gap in perception about racism in America that the president and his advisory panel probably will never be able to bridge. President's undertaking is risky "because the boldest steps to end racial discrimination will not necessarily close the racial divide." Reducing discrimination requires making more and better education, job and economic opportunities available to minorities but many whites say more jobs and education can't be delivered to racial minorities without taking them away from more-deserving whites. National reactions to Clinton's speech "will give us valuable clues as to how much hope we ought to embrace."</p>
6/14/97	AP AP Worldstream AP On Line The Sunday Gazette Mail (6/15/97)	<p><b>Byline Sonya Ross, AP Writer</b> President opens yearlong campaign against racism in America Report on speech; notes Republican Jack Kemp praised speech; white students enthusiastic response; significance of location.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
Post-Speech Articles		
6/15/97	The Washington Post	Call to renew Preferences Faces Resistance/Courts, Many White Voters Skeptical About Affirmative Action at Colleges Calling for renewal of affirmative action programs at America's universities, Clinton is bucking public opposition. Recent poll shows only one in six whites but nearly half of all blacks believe minorities should receive preference in college admissions. This means Clinton must deal with a white resistance and judges who believe the Constitution does not allow government to categorize people by race, even to benefit long disadvantaged.
6/15/97	The Washington Post/Reuter	In 'Building One America, All Citizens Must Serve' Excerpts of Clinton speech.
6/15/97	The Washington Post	Clinton Sounds Call For Dialogue on Race/President Argues for Affirmative Action For all the buildup by the White House, the 36-minute speech contained few solutions to the problems Clinton identified and some of the rhetoric broke little new ground. Reaction to speech broke along ideological lines. Rep. John Lewis said he was moved to tears but Connerly said Clinton is missing the boat, for example. (Peter Baker byline also appeared in Palm Beach Post, The Commercial Appeal (Memphis, TN).
6/15/97	The Washington Post/Broder Column	What Talk Can Do (by columnist David Broder) Broder argues President is right that a dialogue about race is overdue because anecdotal evidence and survey data show the gaps in knowledge and perception that surround the issue of race and ethnicity. Points to Gallup poll showing nearly three-quarter whites believe blacks are treated the same as whites in their own city compared to half of blacks who said they'd encountered unfair treatment in stores, restaurants, theaters, at work on the road, dealing with police -- just within the last 30 days. "At bottom. . .the kind of dramatic transition America faces in its racial and ethnic makeup involves a shift of power" and no one is ready for that. Getting ready will take much more than presidential talk but the right kind of talk can steer the nation forward -- "just as the wrong kind of talk has held us back for decades."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/15/97	The Washington Post Commentary/Sunday OUTLOOK	<b>Where Do We Go From Here? Clinton Must Resist the Impulse To Control The Race Debate to Come</b> (by Randall Kennedy, Harvard Law Professor and author of "Race, Crime and Law" published May 1997) Kennedy argues promise and peril surround Clinton's race initiative. Peril is that Clinton aides will "squench the possibilities for an informative, intense and perhaps surprising discussion and instead sponsor a series of scripted, pseudo-events devoid of candor and contentiousness required for any serious attempt to grapple with the race question." The conversation about race the country needs entails taking risks but we are unlikely to see it from Clinton so we are unlikely to benefit much from it.
6/15/97	The Washington Post Sunday OUTLOOK	<b>What Should The President's Initiative Focus On?</b> Outlook asked a variety of commentators for views.
6/15/97	The New York Times	<b>Defending Affirmative Action, Clinton Urges Debate on Race</b> Clinton makes appeal for racial reconciliation and "[v]igorously defended affirmative action of college campuses." Clinton pointed to reports that UC has seen a drop in applications from minority students and in the number accepted. Clinton made few concrete proposals but said he wants the year to produce proposals to deal with housing education and economic opportunity, and the administration of justice. Reactions to Clinton's speech demonstrated the vast division of opinion on matters of race. Thomas A. Saenz, regional counsel for the Mexican American Legal Defense and Education Fund, says Clinton should increase Administration efforts to enforce existing federal civil rights laws. (Alison Mitchell Byline also appeared in Arizona Republic)
6/15/97	The New York Times	<b>Excerpts From Clinton's Speech on Race in America</b>
6/15/97	The New York Times	<b>OP-ED by Newt Gingrich and Ward Connerly entitled <i>Face the Failure of Racial Preferences</i></b> Three decades and \$5.4 trillion in federal government spending has not realized Dr. Martin Luther King's dream "where children are judged by the content of their character rather than the color of their skin." Article lambasts education bureaucracy that won't admit to the failures of its efforts and criticisms Clinton for not doing enough to reform schools.
6/15/97	The Sun (Baltimore)	<b>President urges 'one America'; In college address, Clinton open discussion of race 'Challenge your parents'; Tone-setting speech does not offer specific programs</b> The most important underlying issue -- especially to the school's minority students -- is that many of the Latino and African-American students who graduated yesterday were admitted under affirmative action policies that have since been scrapped. Connerly criticized the president for second-guessing the people of Calif. Though mostly optimistic, one student said "UCSD has a history of rejecting racism and embracing diversity, and the president really spoke to our hearts. . .[b]ut we're just a speck in a big sea."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/15/97	The Austin American-Statesman	Clinton warns against return to segregation; Campaign against racism (by Julie Malone) Clinton noted that minority enrollment in graduate programs has plummeted in state schools where affirmative action has ended.
6/15/97	The Atlanta Journal and Constitution	The above article (by Julie Malone) also appeared in this paper under the title "Clinton says race programs needed; He uses California speech to defend affirmative action"
6/15/97	The Palm Beach Post	Under headline Clinton's Talk Seen As Risky Rescue Of Affirmative Action, above article appears.
6/15/97	Rocky Mountain News	Clinton seeks to halt resegregation of U.S./President launches national dialogue on the state of race relations
6/15/97	The Boston Globe	Clinton sets a dialogue about race; Pledges to draft specific plan over next year Report by Brian McGrory on Clinton's race speech; quotes Clinton language in speech on minority enrollments in law school and other graduate programs.
6/15/97	Rocky Mountain News	Boston Globe piece by McGrory under headline: Clinton seeks to halt resegregation of U.S./President launches national dialogue on state of race relations
6/15/97	The Record	First Steps On the Path To Harmony; Clinton Sets Agenda On Race Report by AP writer Sonya Ross Clinton says affirmative action programs, were essential without an effective alternative to assure equal opportunity and that we must not resegregate higher education. Clinton's words drew hearty applause from the mostly white graduating class which included several Asian and Hispanic students but an obviously smaller number of black students. Only one black male graduate could be easily seen in the sea of caps and gowns.
6/15/97	Chattanooga Free Press	AP writer Sonya Ross' story under the headline Clinton Attacks Racism This article points out that president made a point of recognizing several members of his cabinet and White House staff who are minorities, as well as minority members of Congress.
6/15/97	The Washington Times	Clinton defends preferences for colleges, hiring President Clinton passionately defended affirmative action programs and took Calif. Prop. 209 to task. Reaction to the speech was "swift -- and severe" quoting critics Rep. J.C. Watts, Newt Gingrich, Ward Connerly.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/15/97	Los Angeles Times	<b>Clinton Calls for 'National Effort' To End Racism; Speech: At UC San Diego Commencement, He Defends Affirmative Action and Promotes Series of Discussions To Help Narrow Divide. But Critics Decry Lack of Concrete Initiatives</b> Advocates for different racial and ethnic groups were cautious in their responses Saturday. While applauding Clinton's decision to make race a paramount national concern, they also contended that his rhetoric is not yet matched with deeds. The California backdrop served as a pointed reminder of the changing demographics. Quoted Hugh Price's caution that its a good start but a long way to go.
6/15/97	The Houston Chronicle	<b>Clinton calls for dialogue on race; Despite raw emotions, president insists, 'we must begin'</b> Critics like Ward Connerly and Dick Arney disagreed with Clinton's analysis of declining enrollments, with Arney saying its actually evidence of the need for school choice.
6/15/97	The Atlanta Journal Constitution	<b>A 'Conversation About Race'</b> Clinton's plea to heal America's racial divide included a prickly political challenge to opponents of affirmative action.
6/15/97	Sacramento Bee	<b>Clinton: Cast off Racism</b> Clinton launching a year-long campaign to bridge the nation's racial divide, denounced California's drive against affirmative action. While courts have blocked implementation of Prop 209, a 1995 vote by the UC Board Of Regents banning affirmative action went into effect this year at Boalt Hall Law School and admissions of African-Americans dropped 81 percent and Latinos 50 percent. Quotes from students supporting and critical of speech.
6/15/97	The Tampa Tribune	<b>Clinton focuses on racial divide</b> Though speech lacked specifics, president did not shy away from controversy as he reiterated his support for affirmative action "in the state that has led a movement to ban it."
6/15/97	The Pantagraph (Bloomington, IL)	Under headline <b>Clinton attacks racism</b> , paper carries about Knight-Ridder/Tribune Service story.
6/15/97	Las Vegas Review-Journal	Ditto
6/15/97	The Orange County Register	<b>Speech gets conditional praise;/Policy: Critics from left and right react to the president's plan</b>  Quotes critics on both sides, cites excerpts from speech.
6/15/97	Chicago Tribune	<b>Clinton Asks America To Purge Racism; Unity Campaign Embraces Value of Affirmative Action</b> Quotes supporters and critics; says Clinton's civil rights record has been mixed during his term inasmuch as his appointments reflect the racial and ethnic percentages of the national population but civil rights leaders attacked him for his decision on welfare and criticized him for his effort to curb federal affirmative action programs.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/15/97	Portland Oregonian	<p><b>Race-Based Scholarships Will Change In Oregon</b> A seven year one-man campaign against Oregon's affirmative action policy has resulted, after years of on-and-off negotiations in the state's decision to stop using race or ethnicity as the sole basis for awarding a scholarship. At issue was a \$3,500 scholarship that was only available to African-American, Latinos and Native Americans. Martyn Butler had filed a complaint with the U.S. Department of Education in 1990 on behalf of his daughter of Korean descent. The settlement provides that what diversity means and how much race will be a factor in achieving that goal will be left up to individual campuses which will be developing plans by the fall. Note: article reports that when rumors swept Oregon campuses that the scholarship programs might be eliminated, students were furious.</p>
6/15/97	Newsday	<p><b>'One America' /Clinton Outlines Need To Transcend Ethnic Prejudice</b> In speech, Clinton takes on a potentially dividing issue: affirmative action.</p>
6/16/97	The Washington Post	<p><b>President Mulls National Apology for Slavery; Proposal Called 'Not a Bad Thing' as Racial Issues Gain Attention</b> Peter Baker byline on question of slavery apology discusses Clinton's view on issue of rolling back affirmative action noting "his increasingly tough attacks on such measures contrast with a year ago when liberals complained he soft-pedaled his opposition to Prop 209 out of fear" Repub. were on popular side of a winning election-year issue. Article also appeared in <i>Calgary Herald</i>, <i>Vancouver Sun</i>, <i>Las Vegas Review-Journal</i>, <i>The Des Moines Register</i>, and <i>The Commercial Appeal</i>.</p>
6/16/97	The New York Times	<p><b>Clinton Feels Sure-Footed on the Tightrope of Race</b> Clinton and advisers say they believe it is the lack of turmoil now that makes it the right time to tackle race. Critics argue the president was not engaged when Prop 209 was on the ballot in CA for political reasons but article argues Clinton always manages to keep his critics -- on the left and right -- off balance.</p>
6/16/97	Los Angeles Times	<p><b>Fewer Minorities Apply to UC Medical Schools</b> UC official announces that blacks, Latinos and Native Americans applying to UC medical schools has dropped by 22% in the last year. The drop is thought to be in part due to the UC regents' vote to forbid consideration of race or ethnicity in UC admissions and by Prop 209. The "drop in UC enrollments comes at a time when a UC commission has called for a dramatic increase in minority medical students to meet the demands of the state's changing population."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/16/97	The Bulletin's Frontrunner	<p><b>Clinton Considers Apology For Slavery</b> (report from newspapers and Wires) LA Times said Clinton warned in his CNN appearance "that the repeal of affirmative action could have a 'devastating' impact on educational opportunities for members of minority groups." LA Times reported Clinton "was advancing his criticism of California's Proposition 209" and he "predicted that recent declines in minority admissions at public law schools in California and Texas . . . will prompt Americans to 'begin to take a different look' at efforts to eliminate racial preferences in hiring or admissions. Commenting on the court decision which scaled back the law school affirmative action programs, Clinton said it "is a mistake." In his 6/16/97 interview with ABC, Clinton said "I have taken a lead in reforming affirmative action to try to make sure that no one gets anything by virtue of an arbitrary quota or somebody gets something they're not qualified for. I would like to get rid of affirmative action, too. But no one has an alternative substitute, and no one can deny the fact that the lingering impact of discrimination and isolation will lead to very disparate results unless there is some extra effort made to get economic opportunity and educational opportunity to minorities who are traditionally poor and isolated and undereducated."</p>
6/16/97	The Times (Overseas News)	<p><b>Clinton initiative on race dismissed as 'feel-good' words</b> President Clinton's defense of affirmative action to heal the racial divide faced fierce criticism from conservative opponents. His proposals sparked most criticism "for their defense of affirmative action programs for minorities in colleges and universities."</p>
6/16/97	(transcript from) The NewsHour with Jim Lehrer	<p><b>Facing Race</b> Comments on extended excerpts from President Clinton's speech from Sue Au Allen (US Pan Asian American Chamber of Commerce), Rep. John Lewis, Ward Connerly, Ronald Blackburn-Moreno (National Hispanic Leadership Agenda), Jim Sleeper (journalist/author).</p>
6/16/97	(transcript from) NPR Morning Edition	<p><b>Presidents and Race</b> NPR's Steve Inskeep reports on how past presidents have encountered American's race problems. Proposals Clinton offered are not action or policy but even acknowledging the questions of race relations is more than many other presidents have done. For example, Teddy Roosevelt invited Booker T. Washington to dinner at the White House in 1901 -- "an incredible violation of the mores and social customs of the town." Reaction was mostly unfavorable and though Roosevelt never backed off, he also never invited Washington back either.</p>
6/16/97	(transcript from) NPR Talk of the Nation	<p><b>Race Relations Part II</b> Host Melinda Penkava and guests (Emma Coleman Jordan, Georgetown Law Professor and author of books on race, Jim Sleeper, and Leon Wynter, columnist for the Wall Street Journal) discuss what the government should do to improve race relations.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/16/97	The Orlando Sentinel	Clinton Considers Slavery Apology; Although He Isn't Sure He Will Endorse A Proposal In Congress, The President Said It Could Be Important Using stronger language than was in his speech, Clinton told CNN that rolling back affirmative action already has had a devastating impact on minority enrollment in graduate schools.
6/17/97	The Washington Post -- OP-ED	The Divide Is Narrowing (by James Glassman) Glassman argues an apology on slavery isn't needed and while racism still exists, Americans should be proud of how far we've come. Glassman argues that gaps in skills between whites and blacks is a result of the quality of education rather than racism by employers and that the true racial problem is "liberating minority kids from rotten schools."
6/17/97	Newsday	The Path to Racial Justice is Via Education (by Arthur Durbin, head of the Ethical Humanist Society, and Warren Payton, co-leader with Durbin of the Long Island Interracial Alliance for a Common Future) Endorses Clinton pledge in speech "we simply must give our young people the finest education in the world," and argues education is the place to begin to address the "continuing rift between black and white, rich and poor." Points out differences in Long Island schools with majority black and Hispanic kids and those with majority white children and says Long Island needs politicians "who will say education is not the privilege of the wealthy alone but the need of every child."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/17/97	The Atlanta Journal and Constitution	<p><b>Plaining speaking on race</b> Ending affirmative action programs at colleges and universities could reverse decades of progress toward equal opportunity for all Americans. In recent years, a college education has become almost essential to full participation in the American dream and Clinton deserves credit for raising an unpopular issue.</p>
6/17/97	Austin American-Statesman	<p><b>Governor signs.</b> . . Governor Bush signed minority enrollment bill into law during a ceremony in Brownsville. The law, sponsored by Rep. Irma Rangel (D-Kingsville) was written in response to a federal appeals court ruling last year that led to a ban on affirmative action in Texas university admissions. Proponents of the new law said it provides universities a constitutional way to ensure that all students, regardless of race, are given the opportunity to attend college. Bush said the measure allows universities to reach out to students from all walks of life "[w]e want all of our students in Texas to have a fair shot at achieving their dreams."</p>
6/17/97	The Buffalo News Commentary	<p><b>Clinton's Race Stance Is A Huge Gamble</b> (by Carl Rowan) President's undertaking is risky because even the boldest steps to end racial discrimination will not necessarily close the racial divide. Reducing discrimination requires making more and better education, job and economic opportunities available to minorities but many whites feel more education and jobs can't be delivered to racial minorities without taking them away from more-deserving whites.</p>
6/17/97	The Dallas Morning News	<p><b>In the News</b> Bush signs "college law."</p>
6/17/97	The Houston Chronicle	<p><b>Bills get Bush signature</b></p>
6/17/97	Las Vegas Review-Journal	<p><b>Answering the call</b> Local chapter of a nationally recognized organization is mobilizing to use the campaign as a catalyst for creating better opportunities and living condition in Las Vegas. Lillian Hickey, president of the Las Vegas Latin Chamber of Commerce applauded Clinton's plea but denounced affirmative action calling it more divisive than helpful. The conference's national headquarters in New York worked closely with the White House staff by volunteering ideas similar to those suggested by the president, according to Mujahid Ramadan, chairman of the local conference chapter.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/17/97	USSA on the Internet	Canady re-introduces bill to eliminate affirmative action Rep. Canady (R-FL) and Senators Mitch McConnell (R-KY) and Orrin Hatch introduced the bill called "The Civil Rights Act of 1997." It is identical to the Equal Opportunity Act introduced by Canady in the 104th Congress which failed to make it to the floor or either house. The proposal would do away with all federal affirmative action programs approved by the Supreme Court, even if they are narrowly tailored to achieve a compelling government interest as set-up by the Supreme Court in the Adarand case. <b>Hearings to be held.</b> USSA urges membership to urge congress-persons to defeat measure.
6/18/97	The Buffalo News Editorial	Clinton Picks The Right Subject For Dialogue On America's Future Editorial credits Clinton for making clear his continued support of affirmative action while speaking in a state where it has been shot down in a public referendum and at a branch of a public university where affirmative action for admissions was jettisoned by its regents.
6/18/97	The San Francisco Examiner	Talk and action on race; Clinton's jawboning on racial matters is welcome if a little late Criticizes Clinton for waiting until now to begin dialogue; when it counted last fall, "president treated active opposition to Proposition 209 like an infectious disease. Actions do speak louder than words."
6/18/97	The Virginian-Pilot	Race Relations; Worth Talking About If Clinton can bridge the racial schisms or even move us further toward that goal, his place in history will be cemented and "[w]e wish him well."
6/18/97	The Washington Post Column by George Will	From California, Here It Comes Will argues Clinton's support of affirmative action vindicates opponents of it who argue that it inevitably stigmatizes the achievements of minorities. "Affirmative action is crucial to the new rationale for expansive government." Quotes J. Harvie Wilkinson III's (chief judge of 4th Circuit Court of Appeals) new book "one Nation Indivisible: How Ethnic Separatism Threatens America." Column also appears in <i>Sacramento Bee</i> , <i>The Baltimore Sun</i> , <i>Austin American-Statesman</i> , <i>The Times Union</i> , <i>The Tampa Tribune</i> , <i>The Record</i> , <i>The Post and Courier</i> , <i>The Idaho Statesman</i> , <i>The Fresno Bee</i> , <i>Montgomery Advertiser</i> , <i>Chicago Sun-Times</i> .
6/19/97	Houston Chronicle	Plenty of room under Hopwood for minority Texans (by Judge Dwight Jefferson, Republican presiding judge of Harris County's 215th state District Court) A minority and former scholarship student athlete at UT, Jefferson argues state Rep. Ron Wilson's proposal that Texas universities be required to admit students athletes on the same standardized test scores as nonstudent athletes. He argues "potential for success" language is a good way to recruit minorities and that nothing in <u>Hopwood</u> prevents the state from recruiting competitive minority students. Endorses recently signed legislation providing for automatic admission to any Texas student graduating in the top 10 percent of their high school class (up to 25 percent of the universities' admissions may be based on essays and other important factors). Urges Texas universities to stay committed.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/19/97	The New York Times	<p><b>Gingrich Outlines Plan on Race Relations/Says 10-Point Program Relies More on Specific Steps Than Theory</b> Gingrich says commission should focus on knocking down barriers to achievement and endorses Canady anti-affirmative action legislation introduced this week. <b>Part of Gingrich's plan is to offer vouchers to parents of low-income children to pay for private schools.</b> In his June 18 speech presenting his plan, Gingrich pointed to drop-offs in the number of students accepted at UC-Berkeley but said it was wrong to assume the decline is a problem needing a solution based on race. Point number 5 of his plan called "Equal Opportunity" provides "Make America a country with equal opportunity for all and special privilege for none by treating all individuals as equals before the law and doing away with quotas, preferences and set-asides in Government contracts, hiring, and university contracts."</p>
6/19/97	The Washington Post	<p><b>Gingrich: Reward Individuals, Not Groups; On Heels of Clinton, Speaker Offers 10 Steps to Close the Racial Divide</b> Reports on Gingrich speech setting out 10-point plan. Says focus should be on the schools but Gingrich's critique of affirmative action carries risk for him because House Republicans are split on the issue with moderates from the urban Northeast supporting the affirmative action.</p>
6/19/97	Washington Times	<p><b>Clinton not helping race debate, Gingrich charges</b> Speaker criticizes Clinton for making "broad, sweeping generalizations" about race. Gingrich call for vouchers for inner-city kids, among other "concrete" "practical steps" to building a more race-friendly country.</p>
6/19/97	Houston Press -- Features	<p><b>The Great Decolorizer; A student radical in the late sixties, Ed Blum fought for affirmative action. Now, as a middle-aged neocon, he wants to destroy it.</b> Blum has won four challenges to shape majority-minority districts in the Supreme Court and has four more pending. The high-profile successes have made him the darling of conservative groups. Blum calls educators alarmed at minority enrollment trends "Chicken Littles" and says there's no reason educational institutions cannot attract low-income minority candidates by offering financial aid based on income rather than race.</p>
6/19/97	The Houston Chronicle	<p><b>Appeals court judge to run against Morales</b> Texas Court of Criminal Appeals Judge Morris Overstreet will challenge Attorney General Dan Morales in next year's Democratic primary. Overstreet, the only black elected to statewide office in Texas in modern times, said Morales' ruling against race-based preferences in university will be an issue -- Overstreet believes Morales' opinion of the federal court order in <i>Hopwood</i> was "ill-advised and overexpansive."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/19/97	The Providence Journal-Bulletin/ Editorial	Clinton's rapid racial dexterity Argues the artificially inflated enrollments of some groups will drop, just as the artificially restricted enrollments of other groups will rise. Editorial writer Mancini argues this is not a sign of unjust barriers being erected against black and Hispanic applicants -- just a rough measure of the unjust discrimination that affirmative action has imposed on white and Asian applicants. Ending affirmative action will mean that blacks and Hispanics, like their white and Asian counterparts, will go to colleges where they meet the normal admission standards without being given preferential treatment.
6/20/97	AP	Study: Ethnic minority professors meet expectations, but ranks are few Ethnic minorities meet the public's expectations more often than their white colleagues, yet their ranks are few according to a University of California Los Angeles study. Study looked at two- and four-year American colleges during the 1995-1996 academic year. Of the 33,986 respondents from 385 universities, 8.7 percent were ethnic minorities who tended to be younger and more often have lower-ranking non-tenured teaching positions compared to their white colleagues. Study, conducted by UCLA's Graduate School of Education & Information Studies, recommended that higher education institutions encourage ethnic minority students to pursue academic careers and provide more support toward that end.
6/20/97	Philadelphia Inquirer Commentary	Affirmative action's double standards rendered it unfair to both blacks and whites/The end to racial preferences may actually result in better educations for minority students (by Linda Chavez) Argues data she gathered shows a pattern of double standards applied according to race and ethnicity, including lower tests scores, etc., which prove black and Hispanic students can compete on a more equal footing at second tier schools.
6/22/97	The Detroit News	Race and Reconciliation: What's Fair? Minorities on edge Blacks, Hispanics and Native Americans are admitted to the University of Michigan at dramatically higher rates than Caucasian and Asian students with the same grades and test scores. Critics say the practice is illegal and discriminatory but U-M officials and affirmative action advocates say it is just proper and morally right. But even with the admission rates at U-M, blacks are underrepresented on the school's campuses.
6/22/97	The Detroit News	Michigan's affirmative reactions: MSU program, others show effective options to race remedies exist MSU has pioneered an admissions program that weighs socioeconomic background more heavily than minority status. Article quotes Bill Galston, Christopher Edley, David Wasserman, Owen Fiss on issue and effectiveness of affirmative action programs.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/22/97	Newsday	<p><b>The Race Debate and the Leadership Deficit</b> (by Jim Sleeper, author of "liberal Racism" due out in July) Argues any "candid" conversation about race must begin by acknowledging there are positive changes in race relations and those like John Hope Franklin who choose not to let go of racial entanglement issues hurt the issue. Sleeper says a candid conversation about race would ask whether a drop in the non-white population on college campuses reflects a lack of preparedness that affirmative action could be masking. When UC-Berkeley realized Prop. 209 was going to pass, it instituted intensive courses for inner-city high school students and as a result, Sleeper argues, applications are up, not down. He asks, why weren't the preparatory courses there all along?</p>
6/22/97	The Record	<p><b>Affirmative Action? Yes, But Based On Need, Not Race</b> (by Steve Adubato, Jr.) Says President's comments about affirmative action cause him to question Clinton's ability to lead us through an honest talk about race. Position is out of sync with what the vast majority of whites and nearly half of blacks think about it plus, the nation's highest courts have continually ruled that race-based hiring and school admission policies discriminate against "non-protected" groups or classes of people." Says affirmative action should be based on economic need, not race -- an individual's circumstances.</p>
6/22/97	St. Petersburg Times	<p><b>Negative toward the affirmative</b> (by Robyn E. Blumner, columnist, lawyer and director of the Florida ACLU) Characterizes herself as one of the most despised minorities in her social sphere -- an opponent of affirmative action within the liberal community. Blumner argues any advantage granted her due to her sex demeans her individuality and is discriminatory and insulting. While admitting that without affirmative action, there will initially be little representation of certain minority groups, she argues the answer is not to lower admissions standards but to raise the standards the students are given. Quotes Shelby Steele: "Racial preferences allow society to leapfrog over the difficult problem of developing blacks to parity with whites."</p>
6/23/97	TIME Magazine	<p><b>Fairness or Folly? Ward Connerly brings his campaign against affirmative action to a wider stage just as Clinton rolls out a new set of race initiatives</b> Connerly says trend of declining minority enrollment at California's top schools with black enrollment at second-tier schools increasing is a "self-correcting policy" that sends black undergraduates to colleges where they can best compete. For Connerly, who is "on the cusp of being a national figure, President's speech couldn't have been better timed.</p>
6/23/97	USA News & World Report	<p><b>Hand holding as policy/How can Clinton care so much about race relations -- and yet propose so little to help?</b> For Clinton, who "arguably has a more nuanced understanding of racial issues than any president in history" his race initiative "seems surprisingly timid."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/23/97	Chronicle of Higher Education	<p><b>Civil-Rights Groups Ask to Join Lawsuit Over Affirmative Action in Georgia</b> Civil rights groups and students filed a motion in federal court June 20 asking to intervene in a lawsuit that could lead to the elimination of racial preferences in hiring and admissions at Georgia's public colleges and universities. NAACP, the Southern Christian Leadership Conference and 16 black high-school and college students are attempting to join a lawsuit filed in March in Savannah on behalf of seven white and four black plaintiffs. Plaintiffs are demanding that the system eliminate the racial identifiability of its historically black and predominantly white colleges and that the campuses stop considering race in admissions, hiring, and other decisions.</p>
6/24/97	Sacramento Bee Editorial	<p><b>Beyond the numbers: UC Admissions to consider human qualities, too</b> UC's nine campuses actively looking for other ways to compose student bodies that reflect the state's growing diversity. Each of UC's nine campuses will experiment with different admissions policies in an effort to achieve diversity. Each will examine a variety of personal circumstances and accomplishments in addition to grades and scores. For example, UC-Davis will offer 60 percent of the 3,700 places in its 1998 freshman class to applicants with the highest grades and tests scores. But in filling the remaining 40 percent, the admissions office will give weight to other factors including extracurricular leadership experience; attendance at a high school that is economically disadvantaged and has a historically low level of UC attendance; residence in the three counties closest to the university; military service; and marked academic improvement in the 11th grade. Still, the new policy calls for consideration only of students who meet UC minimum eligibility requirements; a combined 1,000 on the SAT and a high school grade-point average of 2.82 in designated college preparatory courses. UCLA will give an advantage to applicants from disadvantaged urban and rural neighborhoods. UC Irvine will look at an applicant's entire profile, not just grades and scores, including personal essays and extracurricular activities. UC San Diego will look at "special circumstances and personal challenges" which could include whether an applicant is trying to become the first in his or her family to attend college. Editorial argues these policies may make the admissions process more complicated but weighing human factors may be a better way of measuring than just tests and scores.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/24/97	The New York Times	<p><b>The Real Bias In Higher Education</b> (editorial by Lani Guiner) Guiner challenges supporters and opponents of affirmative action to see Cheryl Hopwood as an ally because her case forced us to look at the traditional admission standards which Guiner thinks are the real problem. Basing admissions for all students mainly on test scores favors students who tend to do well of such testes and those tend to be students from well-off families. While blacks and Latinos generally don't do as well on tests, studies show that within every racial and ethnic group, test scores go up with family income. Real issue is how we define merit and one alternative is for schools to set minimum test scores as acceptable and then hold in effect a lottery for admission among the participants who meet the minimum standard. Prospective students who offer qualities that are considered valuable would have their names entered more than once in the lottery to increase their chances of being selected. These students could be those who have overcome adversity, have particular skill or credential, outstanding record or other special and worthy career aspirations. Guiner says affirmative action is neither the real problem nor the whole solution and the challenge is for the public educational institutions to rethink how they admit everyone.</p>
6/25/97	San Diego Union-Tribune Commentary	<p><b>Good news about UCSD admissions: more qualified applicants</b> (by Michael W. Lynch, editor or Reason) Argues that Clinton has exploited the issue of minority enrollment declines and that it is possible to have a decrease in applicants but an increase in applicants who are actually qualified to attend. At UCSD, Lynch argues, the number of minority applicants who are clearly eligible increased by 3.6 percent from 1996 to 1997.</p>
6/25/97	AP	<p><b>Appointment leads to criticism of SUNY's affirmative action policy</b> Trustees say the affirmative action policy of the State University of New York is being undermined by the absence of formal searches for many key administrative posts. Trustees are upset that SUNY elevated the interim vice-chancellor and secretary of the state university for system administration to the post permanently without launching a search. Critics says a broader search may have brought in more minority candidates. Currently, there are no black administrators at the top levels of SUNY's central administration.</p>
6/26/97	Chronicle of Higher Education	<p><b>Judge Upholds Use of Ethnicity in Admissions to UCLA Lab School</b> A federal judge has ruled UC-Los Angeles may consider ethnicity in admissions to its laboratory elementary school. The school is not part of the public school district. The judge held that "[s]trong evidence exists that for U.E.S. to carry out its research mission, it must be permitted to admit a student population that presents similar issues and challenges that arise in the ethnically diverse student population now present in the urban school community."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/26/97	Los Angeles Times	<p><b>School's Ethnic Admissions Criteria Upheld</b> School officials "have successfully proven that the use of racial and ethnic identity criteria in UES's admission policy is narrowly tailored to serve the purpose of a compelling state interest" according to the judge. Ruling means that the school will be able to operate in stark contrast to UC which has banned consideration of race, ethnicity or gender in admissions to its graduate and professional schools. The ruling came in a lawsuit filed against the UC Board of Regents in 1995 by the mother of a Brentwood girl alleging the child was unfairly excluded.</p>
6/26/97	San Francisco Chronicle	<p><b>UC Berkeley Minority Admissions Dropping/Grad schools reject Latinos, Filipinos</b> Eighteen percent fewer Latinos, blacks and Filipino Americans than last year have been accepted to graduate school at UC-Berkeley for next fall, the first class to enter under UC's ban on race-conscious admissions. Figures released by the campus 6/25 show number of Latino students plunged 27 percent from 246 to 180; blacks dropped 3 percent from 149 to 144, and Filipino Americans fell 14 percent from 36 to 31. Native Americans increased 5 percent. These number excluded the numbers from Boalt Law School which saw an 80 percent drop in African Americans acceptances. <b>Note that figures were released to the Chronicle after its request.</b></p>
6/27/97	The White House Bulletin	<p><b>Clinton Reaffirms Support for Affirmative Action In Remarks To Hispanic Group</b> Addressing the League of United Latin American Citizens today, President Clinton reaffirmed his support for affirmative action and said "I have asked the Domestic Policy Council to coordinate a review by the Justice Department and the Education Department on the impact of Proposition 209 and the Hopwood decision in Texas. We need to make sure that we do everything we can to keep the doors of higher education open to all Americans, including all minorities. We are looking for specific things that we can do to ensure that higher education does not become segregated, or that the progress we've made over the last 20 years is not reversed."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/27/97	Press Briefing by Mike McCurry	<p>Question: "Mike in his satellite hookup with LULAC, the President said that he was exploring legal options for preserving affirmative action when it comes to college admission policies. Could you elaborate on that? MR. MCCURRY: Very consistent with what he said in the speech in San Diego on race, he continues to believe that affirmative action properly structured, consistent with the Supreme Court's decision on Adarand, is going to have to be available as a tool to address continuing injustice and discrimination in our society. How that is done will be consistent with his view that you can properly mend that which is wrong about affirmative action so that it is narrowly tailored so that it passes the strict scrutiny tests of the Court, so that it is a tool that can help break down barriers of injustice that prevent minority Americans and others from getting the full opportunities they deserve in our economy and in our society. Q: Well, he talked specifically about a review. Q: What legal vehicles are available for doing that? What legal vehicles would he have? Is he considering legislation? MR. MCCURRY: We will continue to see from time to time in the courts some challenges to aspects of affirmative action. The Court agreed today to take up a case that the Justice Department will have to look at carefully. There will be other legal challenges along the way. There is pending litigation with respect to Proposition 209, and in all of those we've indicated our intent to advocate and fight for the principles the President has made clear. Q: Well, it sounded like he was saying he'd ask the Education Department and DOJ to review this to see what recourse he had. Is he trying to figure out if 209 perhaps violates certain civil right statutes so he can deny federal education funds to California? MR. MCCURRY: I'm not speculating on that type of thing. I don't know that that is something that we have under consideration. I do know that we have entered in the court system to argue the government's case with respect to 209, and I think that's where the matter stands. But there are other aspects of our review. Remember, growing out of our affirmative action review we said we would have to continue to test government affirmative action programs to assure that they met the Court's standard in Adarand. And that has continued. There have been some changes, modifications, in some cases, substantial modifications in government affirmative action programs based on our determination to mend, not end affirmative action because we've said all along we're going to have to reform these programs so that they are consistent with common sense, consistent with the President's principles, consistent with the Supreme Court's opinion, but also, ultimately, available as a legal remedy for injustice and discrimination.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/27/97	Los Angeles Times	<p><b>UC Law School Class May Have Only 1 Black</b> Not one of the 14 black students admitted this year to UC Berkeley's Boalt Hall School of Law has decided to enroll prompting the school's dean to call the numbers "a total wipeout." Richard Russell, one of three blacks on the 26-member UC Board of Regents, says "[i]t's obvious that the resegregation of higher education has begun." Last year 20 black students enrolled on Boalt's first-year class. Boalt Law dean Herma Hill Kay says she hopes more underrepresented minorities on the waiting list will be offered slots but if she were a black student "I would certainly be very concerned about my ability to flourish here." At UCLA's School of Law, the numbers were not so stark with 21 blacks and 74 Latinos being admitted and 10 blacks and 41 Latinos saying they probably will attend. Still, typically the school enrolls 30 or 32 black students. Also says Kay, "We've already had some Caucasian students withdraw from our waiting list because they prefer to go to a school with a more diverse student body." Joseph Jaramillo, staff attorney with MALDEF, says Boalt's numbers are further evidence of systematic exclusion of minorities. <b>MALDEF has a complaint pending before the U.S. Department of Education alleging UC's admissions policies violate federal civil rights laws.</b></p>
6/27/97	Los Angeles Times	<p><b>Jackson Assails 'Resegregation'</b> Allying himself with a national Latino rights group, Jesse Jackson on Thursday called on Clinton to cut federal funding to California if an investigation finds that racial and ethnic discrimination has grown since affirmative action programs were abolished last year. Specifically, Jackson said DOJ should investigate California's schools and agencies. "We need the law enforced now." Jackson and LULAC present Belen Robles said they would work together for a repeal of Proposition 209 and they will meet with others in Washington July 10 to discuss that and other strategies to repeal the proposition. <b>At a luncheon that drew several thousand LULAC members, Jackson called for Latinos and African Americans to join together to fight a growing backlash against the poor and ethnic minorities. "We can put together a common agenda beyond fighting over what's left."</b></p>
6/27/97	The Chronicle of Higher Education	<p><b>Clinton Defends the Use of Affirmative Action in Higher Education</b> (basically objective report of speech and appointment of advisory panel)</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/28/97	The New York Times	<p><b>Minority Law School Enrollment Plunges in California and Texas</b> The leading public law schools in the nation's two most populous states will enroll hardly any new black students this year as the result of bans on affirmative action in Texas and California. UC-Berkeley announced Thursday that only one of the 17 black students admitted for the fall's entering class of 270 students plans to attend. UT says it has tuition deposits from three black students for 500 slots next year. Herma Hill Kay, dean of Berkeley's law school says "[t]his is worse than our predicted worse-case scenario." Pending possible admissions from the waiting list, none of the 14 black applicants admitted to Berkeley law school this year plan to attend. The only black student planning to attend was admitted last year and deferred his enrollment until this fall. Two other black students who deferred their enrollment later decided not to attend. Both schools reported substantial, though not as dramatic drops in the numbers of new Hispanic students. Enrollment figures will not be complete until students show up for class and waiting list are added but under current figures, it looks like Texas law school will go from 31 black and 42 Hispanic students last year to 3 black and 20 Hispanics next year. Berkeley would go from 20 black and 28 Hispanics in the class of 1999 to one black and 18 Hispanic in the Class of 2000. UCLA would go from 19 black student to 10 and from 45 Hispanics to 41. Both applications and acceptances showed sharp declines. Officials are attributing the drop to a combination of higher admissions standards that have shut out minority applicants and the better financial incentives and the more diverse environments that other elite schools can offer. All of this is critical because the Texas and California schools traditionally provide much of the legal, business and political leadership of their states. Berkeley, UCLA and Texas are ranked among the top 20 over all. Experts say the dropoff is particularly significant given the degree to which access to jobs and power in a legal career. "The law is an extremely hierarchical and stratified profession" says Marjorie Shultz, a Berkeley law professor. "I wish it were not, but it is. Where you go to school makes a huge difference in which opportunities you have, particularly the opportunities to shape the law rather than routinized implementation. Shultz calls the figures "shocking and shameful." "It's so stunning it's almost unbelievable." "What do we think? The leading public university in the most diverse state and the most diverse educational system is going to just withdraw behind some siege wall and be a white institution? It's preposterous." Even Ward Connerly, who still advocates anti-affirmative measures, says the figures are shocking. "It's a bucket of cold water in the face. I am obviously concerned. I am petrified at the fact that we have as far to go as we do. You cannot look at the situation and come away from it with anything other than dismay."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/30/97	TIME	<p><b>Julius Speaker? Uh-Oh, Newt Gingrich Is In Trouble Again, and Guess Which "Friend" Has That Lean And Hungry Look</b> While most Americans recoil at idea of monochromatic college campuses, Ward Connerly, who thinks the current trends won't really cut minorities out of the system so much as bump them down to less prestigious schools where they can better compete, does not. While Prop. 209 weathers a court challenge, Connerly has been traveling around the country making powerful speeches and accepting awards from conservatives who hail him as hero for fighting for his vision of a color-blind society. Also, he has been lobbying Gingrich to support an anti-preference bill. Larger question "is whether Connerly's side can prevail in the national debate as America, which has been rolling back race- and gender-based affirmative action for years, decides whether it really wants to end all such programs -- and what it will mean for the country if it does."</p>
6/30/97	USA Today	<p><b>Leaving a legacy of diversity/UCLA chancellor looks back with pride</b> Charles E. Young retires as chancellor of UCLA after 29 years making him the longest serving head of any major university nationwide. He is an ardent supporter of affirmative action. Article does Qs and As with chancellor.</p>
7/2/97	The New York Times	<p><b>Affirmative Action Ban Changes a Law School Profiles</b> UT Law School and affect bans on affirmative action have had on the state's most powerful law school. Over 25 years, school has gone from one that trained almost no black and Hispanic lawyers to one that since the 80's had been producing more than any school in the country to one that is now becoming overwhelmingly white again. Only 3 black and 20 Hispanic students have put down deposits in an entering class of 500 for the 1997-1998 school year. Last fall, the entering class had 31 blacks and 42 Hispanic students. Rodney Ellis, son of a yard man and a maid who is now a powerful State Senator, went to UT Law school and can't believe what's happening in his state. Mr. Ellis, who graduated in 1979, said the school's success in educating blacks and Mexican-Americans was a testament to the degree to which affirmative action had worked. Terry Pell, a lawyer for the <u>Hopwood</u> plaintiffs, says its too early to say what the real affect of <u>Hopwood</u> will be and that the law school's administration has created a self-fulfilling prophecy by scaring off minorities by saying how much <u>Hopwood</u> has tied their hands.</p>
7/2/97	The Wall Street Journal	<p><b>Admission Policy Is an Honest Effort</b> (letter by M. Michael Sharlot, Dean and John Jeffers Research Chair on Law, School of Law, University of Texas at Austin, in response to a Journal article criticizing UT's affirmative action policy) Sharlot argues UT never admitted solely on the basis of numerical credentials; rather, the applicant's whole file is reviewed to see if there's a reason to think the credentials appear to over- or under predict the applicant's probable ability to take maximum advantage of the education provided. Sharlot takes issue with Journal view the school has attempted to make a political point and says the school's admissions process has been "an honest effort to continue to select the most promising candidates consistent with the strictures imposed by the Fifth Circuit panel."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/2/97	Los Angeles Time Commentary	<b>Diversity in Ivy League Schools in Only Skin-Deep</b> Through the views of two "minority" students, one attending Columbia and one attending Berkeley's Boalt Hall, commentary argues that it is the sons and daughters of the most wealthy and privileged minorities who benefit from the Ivy League schools' affirmative action programs and they are the "minorities" that go to these schools. California Latinos from middle class and working-class backgrounds have little in common with the minority students "from the East Coast who were the sons and daughters of the economic elite."
7/2/97	HOTLINE	<b>California: Connerly for Some Affirmative Action?</b> Frontrunner reports on <i>Sacramento Bee</i> story that Ward Connerly "now says" CA "should have some mechanism for recruiting women- and minority-owned firms for bids on state government contracts." "Connerly: "There are some additional things we need to be doing . . . to make sure we require contractors doing business with the government at least to give opportunities to bid on (subcontracting) jobs within a broad spectrum of businesses, and not go on with an old system of bidding on jobs." Connerly has quietly appointed a legal committee of three to develop legislation that would allow CA to "continue its outreach efforts in a way that conforms" with Prop 209. Critics said Connerly's move "is indicative of how the Sacramento businessman has often waffled on his stated goal of eliminating race and gender considerations from government programs."
7/2/97	AP (as reported by Frontrunner)	<b>Clinton's Race Panel to Meet July 14</b> AP reported President Clinton's advisory board "will meet July 14 to plan its work schedule." "A notice printed in the <i>Federal Register</i> said the seven-member panel will convene at a conference center near the White House to consider an agenda for the coming months."
7/7/97	U.S. News & World Report	<b>The route to racial healing/Better schools, not a system of preferences, will help everyone get ahead</b> (Commentary by Mortimer B. Zuckerman) Criticizes affirmative action and says "intensive training" is the "right kind of affirmative action." Zuckerman says "education should be the focus of presidential leadership, "as it was earlier in Clinton's term."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/8/97	The Washington Post OP-ED	<p><b>Better Than Affirmative Action</b> (by Jack Kemp and J.C. Watts Jr.) Argues President offered no improvement over current system and takes up President's challenge to offer "a better way." "Better way summed up in five policy prescriptions to broaden access to capital in every home and neighborhood: (1) establish renewal communities and enterprise zones to draw business and jobs into distressed urban areas; (2) open up the educational system to the influence of parental and community choice; (3) reverse federal and state welfare provisions to reward rather than punish recipients for working, saving and investing toward an independent future; (4) implement privatization of public housing and other efforts to bring home ownership and property ownership into low-income neighborhoods; and (5) embrace strategies that will get our national economy growing at a pace that can accommodate the talent of all Americans. Promotes legislation called Community Renewal Project which would remove tax and regulatory barriers to job creation and entrepreneurship. Proposal also promotes voucher and magnet school system of public and private school choice.</p>
7/8/97	St. Louis Post-Dispatch -- Editorial	<p><b>Affirmative Action Loses Ground</b> Resegregation of the University of Texas Law School carries some historical symbolism. A 1950 Supreme Court case involving the school began to break down segregation at the college level. The court said then that graduates of Texas' all-black law school were deprived of the prestige and alumni connections that went with graduation from the state's most prestigious law school and by 1980, UT's law school was producing more black and Hispanic lawyers than any school in the country. The result was "a homegrown power elite of minority lawyers- an elite that may now be at risk." The "Newt Gingriches of the world" are wrong when they argue the decline proves less qualified students were getting in. "Because of the long history of segregation and racism, many poor black students get a slow start in the educational race. Until the remnants of segregation are gone, the nation needs affirmative action to give those students a chance to make up lost ground."</p>
7/9/97	Education Daily	<p><b>To Raise Minority Admissions, Task Force Looks To Teachers</b> UC task force's \$60 million dollar plan to increase minority enrollment at UC would make training and retaining teachers in disadvantaged schools a priority. Task force estimates the total cost of professional development at \$18.5 million annually or about \$370,000 at each of 450 schools -- the disadvantaged high schools, plus 400 "feeder" elementary and middle schools. UC Board of Regents to vote next week on the proposal. Report says need for new teachers in disadvantaged schools is "especially acute" because of high turnover rates.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/9/97	Chicago Sun-Times	<p><b>UIC to review minorities' edge in class registration</b> White students at the University of Illinois at Chicago have long complained they have difficulty getting into classes they need because of an affirmative action program that allows minority students to register early. University says it is responding to the complaints this fall. The university started the program in the 1970s to give disabled students and athletes who must travel, time to register for classes they needed. Over the years, the program was expanded to include thousands of students who are active members of minority support groups on campus. A pot check of other Illinois universities Tuesday found that many offer priority registration to honors students and athletes but not to students based on race.</p>
7/10/97	The Chronicle of Higher Education	<p><b>House Panel Approves Bill to Eliminate Affirmative Action by U.S. Government</b> A panel of the House of Representatives Judiciary Committee on Wednesday approved a bill that would bar the federal government from using affirmative action. Introduced by Canady, the bill would strip federal student aid programs of any race-based criteria. While the largest of those programs like Pell Grants don't have any racial criteria, many smaller grants and fellowships are designed for members of particular racial or ethnic groups. A version of the legislation has been proposed in the Senate by two Republicans but similar legislation died last year in both chambers. The bill would not bar colleges from using race as a factor in admissions, and it contains exemptions for HBCUs and American Indian tribal colleges, but it would end the practice by some federal agencies of reserving grants and contracts for members of minority groups or for higher education institutions that have many non-white students. Democrats opposed to the measure, including Robert Scott, (D-VA) cited the plummeting number of minority applicants accepted by colleges in Texas and California as examples of what would happen without affirmative action. The U.S. Department of Justice also opposes the bill.</p>
7/11/97	NBC Nightly News	<p><b>Affirmative Action</b> Brian Williams introduces NBC's George Lewis' report on drops in minority enrollment at CA and Texas schools. Hosts Angela Glover Blackwell, unidentified female student, unidentified male student, Ward Connerly, Kay Herma Hill, law school dean.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/12/97	National Journal	<p>Affirmative Inaction Affirmative Action is back in the spotlight "because no one has come up with another way to address the failure to achieve racial diversity, especially on elite college campuses which are a gateway to making it in America." Debate over affirmative action also illustrates the continuing lack of candor on the subject of race -- supporters of affirmative action still gloss over how much preference members of minority groups need to have to get the results they want and opponents continue to ignore real-life, built-in preferences that already favor the majority in a society that has never been based on individual merit.</p> <p>Debate over affirmative action always been marked by a lack of candor. But both sides agree on a few basics. First, any long term answer must include fixing elementary and secondary education, though there's little agreement on how to do it. Also, both sides recognize it isn't enough to enroll black students in majority white colleges but there's rampant disagreement over what else to do. Edley says benefits from diversity don't happen automatically -- if minority students are isolated in the academic setting, you don't get the benefits.</p> <p>Ambivalence over affirmative action parallels general confusion over race relations as evidenced by recent Gallup poll.</p> <p>Debate over affirmative action will be at the center of the dialogue about race Clinton seeks to revive, but if the conversation is honest, "don't expect it to be pretty."</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/12/97	Los Angeles Times	<p><b>UCI Rolls Down by 13.4% for Fall: Fewer than 3,000 students enrolled compared to more than 3,300 last year. Part drop is deliberate move by university to counter recent surges.</b> UC Irvine has admitted 13.4% fewer students this fall, partly because the university hopes to offset enrollment surges of recent years that have strained resources and capacity. The UC Board of Regents ban on consideration of race and gender in admissions does not take effect for undergraduates until next year but officials have been closely watching whether the ban has scared away students. Officials say the recent statistics suggest that did not happen. Still, UC assistant vice president Dennis Galligani says that's the good news and that the university still has much work to do to ensure that student diversity continues. Galligani is particularly concerned about US's most selective campuses -- UCLA and Berkeley because "everything suggests that we will see declines" in enrollment of underrepresented minorities. <b>System wide undergraduate admissions statistics released 7/11 showed marked declines in the number of blacks and Latinos planning to enroll at UCLA -- a drop of 15% for blacks and 17% for Latinos.</b> Rae Lee Siporin, UCLA's director of undergraduate admissions, attributed part of the decrease to the regents' action and to Prop. 209. "Students said they didn't think they were welcome," Siporin said. One encouraging fact was a leap in overall academic quality of UCLA's applicants, says Siporin, which reflects a typical freshman with a 4.05 high school grade point average and 1,250 SAT score. <b>However, the increase in the very top tier of applicants that get admitted on the basis of academic criteria only did not grow dramatically for the underrepresented students.</b></p>
7/12/97	Los Angeles Times	<p><b>Fewer Minorities Apply to UC, but More Are Accepting Offers: Enrollment rates are being watched closely with the impending demise of affirmative action guidelines (same as above story)</b> Adds Boalt's 270-member first-year class is now expected to include only one black student, who was admitted last year but deferred enrollment. Not one of the 14 black students admitted this year has decided to enroll. Of 48 Latinos offered admission to Boalt, 18 have indicated they will attend. Both Native Americans who were accepted have opted not to attend. Last year, by contrast, 28 Latinos and four Native Americans enrolled in the first year class.</p>
7/13/97	The Sacramento Bee	<p><b>As NAACP Meets, Rights Leaders Focus In Minority Enrollments</b> Kweisi Mfume disclosed civil rights leaders are planning "a major mass demonstration" in California in late August and are demanding help from the Clinton administration in reversing the decline of minority enrollments at law schools and colleges in Texas and California. The civil rights leaders also agreed to ask Clinton to instruct Attorney General Janet Reno and Education Secretary Richard Riley to examine institutions of higher learning "and specifically ... the University of Texas at Austin and the University California system --" to determine that they are in compliance with all federal standards for admissions.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/13/97	Austin American-Statesman	<p><b>Minority enrollment at UT is criticized/NAACP seeks - inquiry to see if some schools are complying with admissions rules</b> Civil rights leaders are demanding the Clinton administration help reverse the decline of minority enrollments at the University of Texas School of Law and in California schools. NAACP is also asking Texas and California universities to more than double the number of undergraduate students eligible for automatic admissions, from the top 10 percent of high school students to the top 25 percent. UT Law School Dean Mike Sharlot said Saturday he isn't sure what Clinton or the executive branch could do to help increase minority enrollment in Texas and California schools. Mfume said he has contacted the White House and has received no assurances that the president will enlist Reno and Riley in reviewing the admission policies of UT and other universities. The NAACP is moving ahead with plans to set up special bureaus in various states to monitor and report on activities involving affirmative action and other civil rights issues. The bureaus, to be staffed by black law student interns, will be in Texas, California, Colorado, Georgia, Michigan, Maryland, and New York.</p>
7/13/97	Chicago Tribune	<p><b>NAACP Reaffirms Integration Stand School Issue To Be Debated At Meeting</b> Though NAACP has remained relatively quiet in recent months on several high profile issues, Mfume expressed "deep concern" about the "retreat" on affirmative action policies at some of the nation's colleges and graduate schools. Mfume proposed that top-tier public institutions consider broadening the pool from which students are accepted, suggesting that schools expand their pool to include the top 25 percent of students who apply.</p>
7/14/97	Chronicle of Higher Education/ Academe Today (on line)	<p><b>U. of California Regent Says Law Dean South to Discourage Minority Students</b> A University of California regent has accused the dean of Berkeley's law school of intentionally trying to lower the number of minority students enrolling in the school in an effort to pressure the board into reversing a ban on affirmative action. The accusation came as officials of the nine-member state system announced that fewer black and Hispanic students had been admitted for the fall, the last class selected under old affirmative-action rules. In an interview with National Public Radio, Ward Connerly reported said "I believe the dean has consciously been involved in trying to keep the numbers down, to sacrifice this class, if you will, in order to perhaps get the regents to change their mind, and to rescind the action." Connerly said he didn't have proof that Herma Hill Kay, dean of Boalt Hall, had sabotaged the policy but he said "there isn't a prayer" that the board would reverse its decision that prohibits the consideration of race or gender in admissions decisions. In a statement, Kay denied Connerly's charges.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/14/97	Associated Press	<p>Clinton's race board to focus on education, unsure on slavery President's Clinton's advisory board decided Monday to focus on education and economic opportunity while disagreeing over how much attention to pay to racism's roots in slavery. Board members agreed that education and economics provided a logical starting point because so many other concerns, from immigration to criminal justice and health care, are tied to them. Judy Winston discounted critics who say the president's plan to address race would be all talk and no action. "We have a chance to confront sensitive issues. We would not be here if we did not believe this effort involves more than dialogue."</p>
7/15/97	Los Angeles Times	<p><b>UC Law Schools Face Discrimination/Investigation: Federal civil rights office probes allegation that under the ban on affirmative action, admissions policies favor whites</b> "Adding to the controversy over the University of California's ban on affirmative action, the U.S. Department of Education's Office of Civil Rights confirmed Monday that it is investigating allegations that the admissions policies at UC's three law schools are racially discriminatory." The complaint alleged that one in four white applicants was admitted to UC Berkeley's Boalt Hall School of Law, for example, contrasted with one in 10 Latinos and one in 20 blacks. UC officials said they would cooperate with federal investigators. Terry Lightfoot, a UC spokesman, said "[w]e just want to reiterate the university's continuing effort to maintain diversity in the university and the law schools." "We will look toward that goal under both the regents' policy and the law." A 1992 investigation at Boalt found reverse discrimination in reviewing and sorting applicants based in part on race and by keeping waiting lists by ethnic groups. OCR found that factors aimed at diversifying the student body must not be limited to ethnic backgrounds alone and the law school changed some of its policies. The current complaint was prompted by the opposite scenario, challenging the remaining selection (they eliminated ethnicity and gender) a such as the weight given to grades and scores from "culturally biased" standardized tests. The complaint says Boalt Hall gives added weight to the grade-point average of applicants who attended elite Eastern colleges but discounts grades from predominantly black Howard University and Cal State L.A., which has high Latino enrollment. The complaint also alleges that various nonacademic "whole person" factors like extracurricular achievements or whether a parent is an alumnus of the school -- significantly favor white and male applicants. Federal investigators will begin by analyzing admissions practices at the law schools but officials said they may expand the inquiry to include other schools as admissions data become available.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/15/97	Sacramento Bee	<p><b>Probe of possible UC bias; Target is law school admissions policy</b> In wake of "stunning drop in minority admissions" at three University of California law schools, the U.S. Department of Education is opening an investigation into the university's new "colorblind" admissions policy to determine whether it discriminates against minority students. Jennifer Nelson, executive director of the American Civil Rights Institute, a non-profit organization that promotes the dismantling of affirmative action programs, called the investigation a "political payoff," saying the Clinton administration is trying to mollify affirmative action proponents, including Jesse Jackson.</p>
7/15/97	San Francisco Chronicle	<p><b>UC's Law Admissions Investigated/U.S. checking at 3 schools for violations of civil rights</b> U.S. government has opened an investigation into admissions policies at three University of California law schools in a move that could jeopardize more than \$1 billion in federal aid received annually by the university. Last year UC received \$1.1 billion in federal funds for everything from scientific research and student financial aid to the cost of supervising students at its medical schools. Figures for this fall's entering class show that blacks and Latinos were admitted at a far lower rate than were whites. Attorneys say UC will have to demonstrate that its admissions policies are based on a "compelling educational purpose." Article characterized announcement as "the first official response by the Clinton administration to UC's decision to ban consideration of race or gender in its admissions policies." Chris Edley quoted to say "any institution that adopts a new policy that results in a massive reduction in inclusiveness should expect careful scrutiny." "The university had a system that was legitimate under federal civil rights laws, but has chosen a new one that may make its campuses look like the 1950s." Connerly says "[i]t is very unfortunate that taxpayer money is going to be used to harass the University of California in the interest of maintaining a system of racial preferences." Federal officials said that an investigation normally takes 120 to 135 days but that problems of admissions policies are more complex and could take much longer. Few expect the university -- and the regents -- to risk losing federal funds. "It's now toe to toe" said Troy Duster, a sociologist at UC Berkeley and a leading critic of the affirmative action ban. "We will see if the University of California is willing to risk hundreds of millions of dollars to promote the political aspirations of Governor Wilson and Ward Connerly."</p>
7/15/97	San Francisco Examiner	<p><b>U.S. probes UC law school enrollment</b> Plummeting minority admissions have sparked a federal investigation to determine whether the University of California's three law schools discriminate against non-white applicants and violate their civil rights. Focus of the investigation will be the admission of African American, Latino, Asian and Native American students. The OCR investigation will focus on whether the three schools' admissions practices violate Title VI of the Civil Rights Act of 1964 which says an educational program that receives federal money may not discriminate on the basis of race.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/15/97	Philadelphia Inquirer	<p>Racial advisory board focuses on education, economic opportunity/Former N.J. Gov. Kean said the country must fix its worst schools and open the marketplace to all. Conceding that racism has been "virtually intractable" throughout the nation's history, members of the President's advisory board on race set out to combat it yesterday by focusing on two areas they agreed were at the root of the problem -- education and economic opportunity. For more than four hours, members grappled with such issues as the difference between discrimination against African Americans versus other ethnic groups and whether to include immigration as part of their mandate. In the end, the board concluded it would try to look at all those things and more.</p>
7/15/97	The Washington Post	<p>A Splinter on the Race Advisory Board/First Meeting Yields Divergent Views on Finding 'One America' Seven member board outlined in grand terms their hopes of redefining a society that often still judges people by the color of their skin but in short order they found themselves disagreeing over how much to focus on relations between black and white in an age when Asian and Latino Americans have redrawn the country's demographic map. The board did agree to focus on education and economic opportunity as its first topics and announced the appointment of Judith A. Winston, the Department of Education's general counsel, as its executive director.</p>
7/15/97	The Washington Times	<p>Clinton's race panel divided over focus/Black-white issues too exclusive, some say Clinton's advisory board began its work yesterday with its members disagreeing over how much emphasis to put on slavery and other painful parts of racial history in America. Instead, board decided to focus on the present and the future -- specifically investigating the racial disparities in educational levels and economic opportunities.</p>
7/16/97	The New York Times	<p>U.S. Plans Civil Rights Inquiry Into Policy at U. of California The United States Department of Education has told the University of California that it plans to investigate whether the university's dismantling of affirmative action has led to violations of Federal civil rights law. According to a July 11 letter from OCR's CA office, the department said there is "sufficient information" that the policy, which bars race as a factor in hiring and admissions, may violate the Civil Rights Act of 1964. Ward Connerly quoted as saying "this is just harassment." "There is no evidence of discrimination at the University of California." UC spokesman Terry Lightfoot said "[w]hether there is some de facto discrimination is unclear at this point" "[b]ut it's unfortunate in that it clouds the perception that we're not committed to diversity. We want to reiterate that our commitment to diversity has been -- as is -- a constant goal."</p>
7/16/97	San Francisco Examiner	<p>Feds eye UC law schools for bias/Drop in minority admissions at issue (principally the same as 7/15/97 article above)</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/16/97	The Washington Times	<b>Big drop in minorities at UC schools probed</b> Article argues probe is response to dramatic drop in minority admissions to the University of California's law schools. Investigation triggered by a March 19 complaint filed by MALDEF, "an organization with close ties to Assistant Secretary for Civil Rights Norma V. Cantu", and five other groups. According to Joseph E. Jaramillo, regional counsel for San Antonio-based MALDEF, "[s]everal faculty members at different UC campuses said they felt pressure to ensure that the number of minorities dropped in order to show compliance with the regents' resolution."
7/16/97	Chronicle of Higher Education	<b>Education Dept. to Investigate Bias in Law-School Admissions at U. of Cal.</b> Department's decision to investigate whether the University of California discriminated against minority applicants to its three law schools seen as a direct challenge to the July 1995 vote by the California Board of Regents to ban consideration of race in admissions. Complaint charges that in the wake of the ban on affirmative action, the university is using admissions standards that were systematically biased against minority students and women by relying too much on standardized test scores, by weighing students' past professional experiences, and by adjusting applicant's grade point averages depending on the perceived quality of the college they attended. <b>Critics of affirmative action derided the Education Department's decision to investigate as a political payoff by the Clinton Administration to the minority groups that are a core Democratic constituency.</b>
7/16/97	San Diego Union-Tribune	<b>UC admissions inquiry labeled as harassment</b> Federal probe into plunging minority enrollment at UC graduate schools was called harassment by UC regent Ward Connerly -- the man who led the drive to dismantle affirmative action in the state.
7/17/97	The Washington Post	<b>U.S. to Test University of California Admissions Policies for Racial Bias</b> Education department is opening an investigation into whether new admission policies at the University of California violate federal civil rights laws. The university, which has more than 160,000 students, has been the center of debate on affirmative action in higher education since its board of regents voted two years ago to abolish racial preferences in admissions and hiring. Education Department has authority to look into the issue because the UC system receives more than \$1 billion in federal aid and UC leaders have pledged their full cooperation.
7/17/97	U.S. Newswire	<b>Transcript of White House Press Briefing by Riley and McCurry</b>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/18/97	Associated Press	<p><b>Clinton offers support for affirmative action</b> President Clinton is mounting a strong defense of affirmative action, calling recent cuts in minority graduates enrollment "shocking" and a sign that America is moving "in exactly the wrong direction." Decline in minority students at law schools in California and Texas next year shows what can happen when Americans fail to talk out and resolve racial problems, Clinton told the National Association of Black Journalists in Chicago on Thursday.</p>
7/18/97	The Washington Post	<p><b>Clinton Vows to Fight for Affirmative Action/President Denounces 'Shocking Consequences' Of Campus Admissions Policies in California, Texas</b> President Clinton resumed his crusade to improve race relations in America today by vowing to battle the tide against affirmative action and reverse recent actions threatening to virtually wipe out minority enrollments in some California and Texas graduate schools. The president denounced "the rather shocking consequences" of new admissions policies in the nation's two largest states that have left some graduate classes bereft of any African American students. Although vague about how he would do it, he pledged to find "some ways to get around it" if not through a direct challenge then by "indirection." Although Clinton has previously criticized the new university policies, his remarks to the Black Journalists "were his most extended and forceful, even to the point of promising "we can reverse it in ... a couple of years." As one possible solution, he embraced a Texas proposal to guarantee college admission to the top 10 percent of every high school class in the state.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/18/97	Los Angeles Times	<p><b>UC Regents Panel Ok's Minority Outreach Plan/Proposal would allocate \$120 million to attract black and Latino high school graduates</b> A University of California Board of Regents committee unanimously approved a plan Thursday to double UC's annual spending on outreach programs -- which seeks to increase minority enrollment without using affirmative action -- to \$120 million. The plan, a result of 18 months of deliberations by a 35-member task force, is designed to increase the number of black and Latino high school graduates whose grades and standardized test scores make them eligible to enter UC from the current 4,200 per year to 8,500 over the next five years. UC officials plan to target 50 underachieving or "educationally disadvantaged" high schools across California as well as about 100 middle schools and 300 elementary schools. The target schools would split an estimated \$370,000 a year to improve teaching skills. Officials hope to cobble together the additional \$60 million they need. Currently, about 5% of high school graduates and 4% of Latino graduates meet UC admission requirements compared to nearly 13% of white and 32% of Asian Americans are eligible. While Ward Connerly praised the measure, Lt. Gov. Gray Davis, who is a member of the board by virtue of his office, said he supported the goals of the plan but was not satisfied that it would make the university sufficiently diverse. "Let's not kid ourselves. This is simply not enough" he said in a letter to the board. Davis proposed that the UC system adopt a proposal guaranteeing admission of the top two students of every public high school in California. Critics, including former Regent Rick Russell, who wrote a dissenting 15-page minority report to the task force's recommendations, have said that even an infusion of millions of dollars will not solve the problems that racism has caused. The \$60 million cost projection for the program includes \$27.2 million for school outreach efforts, \$17.9 million for expanding academic programs that target black and Latino students but are open to all, and \$7.9 million for contacting students, families and schools about UC admission requirements.</p>

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/18/97	San Francisco Chronicle	<p><b>UC Law Schools at Wits' End As Minorities Go Elsewhere</b> Educators at California's public law schools are stumped -- they modified their admissions criteria to take factors other than race into account after California's ban on using affirmative action in admissions <b>but efforts to maintain anything like the previous levels of ethnic and racial diversity have mostly failed.</b> Such efforts included consideration of a student's economic background, weighing the prospect's ability to overcome obstacles, and noting any unusual accomplishments in addition to grades and test scores. Dean Herma Hill Kay of Boalt Hall says "it's very disheartening." "There appears to be no obvious way to go in the short run." The Berkeley campus has instituted several outreach programs to identify promising minority students in the elementary and secondary grades but Kay says it would be years before these efforts result in more minorities qualifying for admission to law school. Supporters of affirmative action now fear the dismal reports will drive the number of minority undergraduates even lower than expected. Rae Lee Siporin, director of undergraduate admissions at UCLA worries that with all the negative publicity, "students will decide to not even apply." "We anticipated losing half to two-thirds of our black and Latino enrollments, but if students are frightened off and don't even apply because they think they don't have a chance or because they think we don't want them, it could be even worse." Interviews with law officials at Boalt, UC Davis, and UCLA show they didn't respond passively to the regents' ban. For months they held emergency meetings in an attempt to adapt admissions policies to the ban. At Boalt, admissions officers were instructed to give "substantial weight" instead of "greatest weight" to college grades and scores on the LSAT. Students were encouraged to write longer personal essays - four pages instead of two --and to describe any special circumstances. Admissions officers were encouraged to look for students who have overcome significant obstacles in their lives, have displayed above average leadership abilities or have distinguished record of involvement in community activities. Despite the changes in criteria, of the only 14 blacks that were admitted this year -- an 80% drop from last year -- all have chosen elsewhere to go. At UCLA, the law school went even further than Boalt in trying to soften the effect of the regents' action -- for the first time, students were asked to list their parents' income as well as other assets, and if their parents had graduated from high school or had gone to college. But, UCLA's attempt to increase the number of students from economically disadvantaged backgrounds has largely been a failure. <b>The figures seem to support what many critics of class-based affirmative action system predicted -- in absolute numbers, there are many more economically disadvantaged white students than black students.</b></p> <p>Robert Berdahl, Berkeley's new chancellor, was previously chancellor of Austin's campus where he grappled with the same issue. Last week, on his third day on the job, he met with Boalt officials to review possible responses to the news that only one black would attend this fall's class -- a student who was admitted last year and deferred. Among possible strategies, they discussed working with minority bar associations that might set up scholarship programs</p>

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	7/18/97 San Francisco Chronicle continued	for the brightest students, creating a fund to help students pay for LSAT preparation classes and encouraging minority alumni to help recruit students. But officials say their hands are tied because the regents' policy prevents them from participating in any programs that concentrate specifically on minority students. <i>President Clinton has set up a task force made up of officials from the White House, and the Justice and Education departments to explore possible federal responses to the situation in California and Texas. This week, in a hint of a possible strategy, the Education Department confirmed that its Office of Civil Rights has begun an investigation into admissions policies at Boalt, UCLA and Davis law school.</i>
7/20/97	Boston Globe	Clinton's race dialogue turns contentious/Presidential initiative comes under fire as too little, too late, and delivered on the wrong forum Though affirmative action was not part of Clinton's speech to the Black Journalists, his remarks strongly defended the policy in response to the reporters' question.
7/20/97	Baltimore Sun	Black law students disappearing with end to affirmative action. Enrollment of Hispanics also down in Calif., Texas In addition to the higher admissions standards, official blamed the decrease on better offers from private universities, student concerns that they weren't welcome at the affirmative action-free campuses and fear of being stranded in a sea of white. Beyond all the statistics, the question is "How will this play out in the classroom?" Students say "everyone loses."
7/21/97	Education Daily	ED Launches Probe of Bias In UC Admissions ED notified UC this month that it will investigate whether the school's admissions policy discriminates against minority students.
7/21/97	Chronicle of Higher Education	2 Texas Universities Show Drop in Freshman Minority Admissions Preliminary numbers show a 33.8% decline in the number of black students who accepted offers for admission for this fall compared to last year and a 4.3 drop for Hispanic students. At Texas A&M, the number of black students who plan to enroll declined 29% while the number of Hispanics dropped 12.6%. Officials at both universities said the figures would not be final until September because some students may go elsewhere. In May, officials of the Austin law school announced that the one black student who had formally accepted an offer of admission had changed his mind leaving the law school's class of 2000 without a single black student.
7/22/97	The Washington Post OP-ED	Not Just About Race Cohen criticizes ED decision to investigate CA schools and denounces Clinton for living in his Southern past.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
7/23/97	Sacramento Bee	<p>What's a Chico State worth at Berkeley? Complainants in CA civil rights complaint are right that broad-brush comparisons of grades among institutions is unfair and that numerical formulas like these are weak predictors of ultimate devotion to or success in the law. But to suggest that any institution that does not respect an A from CSU or City University or Howard in the same way it respects an A from Harvard is guilty of racial bias is pernicious and does no favor to the people it pretends to help. Do the feds propose to set themselves up as the ultimate evaluators of the worth of a Harvard diploma as compared to a Pepperdine diploma? In the long run, the argument that the very abandonment of race-based criteria is an act of discrimination is as likely to fail in the political arena as it is in the courts. Law schools need badly to find broader criteria to judge applicants and to reduce their reliance on numbers such as GPA and LSAT scores. <b>"But its hard to argue with the contention of the defenders of Proposition 209 . . . that this investigation is a political payoff by the administration to the civil rights lobby, and not much else."</b> If the feds seriously pursue charges such as the one about the discriminatory nature of the GPA adjustments that Boalt makes, "would represent perhaps the most serious intrusion on academic freedom since the McCarthy era. No educational institution can tolerate that and no court should."</p>