



Research to Make a Difference

The ACCORD Record

*The inaugural report
of UC ACCORD,
the University of California's
All Campus Consortium
on Research for Diversity*

*Many factors have coalesced in recent years to make
equitable schooling and college access essential to California's
political and economic future and to the quality of the state's civic life.*

The ACCORD Record

UC ACCORD, the University of California's All Campus Consortium on Research for Diversity, is UC's newest systemwide research unit. ACCORD's multi-campus, interdisciplinary community of scholars provides research as a catalyst for high-quality, equitable schooling. It harnesses UC's research expertise to inform policies and practices that will increase college preparation, access, and degree attainment across California's increasingly diverse population of young people.

Simply put, ACCORD serves California by conducting research to make a difference.



ACCORD seeks answers to crucial questions about the conditions for learning that are necessary for California's diverse population of young people to access a high-quality education and rigorous preparation for college.

Why UC ACCORD?

High-quality schooling and college access are essential to California's economic future and civic life. Families across California's diverse communities understand that college is a gateway to their children's full economic and civic contributions and benefits. Yet many factors raise a specter of divisiveness and thwarted opportunity for California's future generations. These factors include:

- growth of California's immigrant population reflected in the fact that more than half of the state's school children have at least one foreign-born parent;¹
- increased ethnic and linguistic diversity and class divisions across the state's many geographic communities,
- persistent disparities in schooling outcomes, with schools serving middle class and wealthy white and Asian students enabling far more students to be eligible for college than schools serving low-income communities of African Americans and Latinos;
- newly enacted "race-neutral" admissions policies that have shifted the percentages of California young people from various ethnic and racial groups who attend UC, CSU, and the state's community colleges, including drops in the percentages of African American and Latino students enrolling in the state's most competitive campuses;
- community college transfer policies and practices that have had limited success in providing "second chances" to under-represented groups of students and those whose K-12 schooling left them unprepared for higher education.

To assist California in addressing these challenges, ACCORD synthesizes existing knowledge and sponsors new research that will lead to substantial advances in theory, policy, and practice. It monitors educational opportunity and quality in California, develops UC's capacity to conduct research on educational quality and equity, and engages policymakers, practitioners and the public in research about diversity and college access, participation, and success. ACCORD brings research on California's diversity and education to the core of the university's agenda. Through ACCORD's work, UC helps California realize the economic, social, cultural, and educational potential of its diversity.

The ACCORD Record is published by
UC/ACCORD

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ACCORD's Brief History

UC ACCORD was developed by the University of California as part of the university's comprehensive Outreach effort to increase college access for students in educationally disadvantaged schools and communities. In July 2001, following a system-wide competition, UCLA became the home campus for ACCORD, which is led by Professors Jeannie Oakes and Daniel Solorzano. ACCORD's Executive Board includes distinguished UC scholars representing all 10 campuses. This unique board brings together experts in the fields of teacher education, school reform, linguistics, law and policy, psychology, sociology, communications, and higher education. The board also works closely with liaisons from organizations with complementary research and policy agendas, such as UC Links, California Policy Research Center, and UC Outreach.



ACCORD postdoctoral fellows Winnie Wang, Michael Smith, and ACCORD Director Professor Jeannie Oakes (right) at the 2002 ACCORD conference. At the conference, researchers and California policymakers discuss knowledge and research that lead to advances in education theory, policy, and practice.

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Since July 2001, ACCORD has used its state resources² to pursue two goals: (a) mount an exacting and visible program of research and policy analysis; and (b) establish a thoughtful long-term agenda. This work was well underway when the May 2002 revision of the Governor's budget proposal eliminated ACCORD's state funding. This action forced ACCORD to halt its awards of 2002–2003 grants and fellowships until September '02 when ACCORD's \$809,000 allocation was restored in the state's budget. As of October 2002, ACCORD was back in full swing.

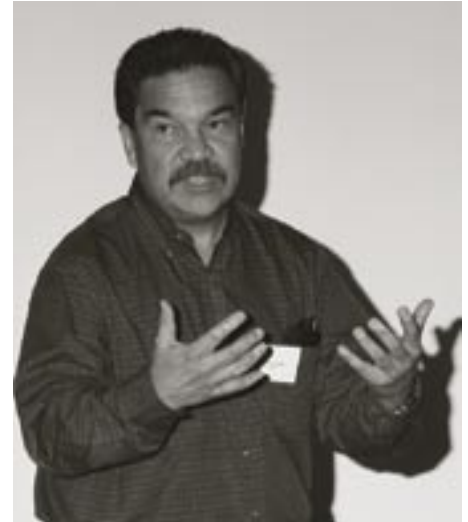


ACCORD has begun helping policymakers, researchers, teachers, outreach staff, and students benefit from reliable information that furthers their work to increase equity in schooling and access to higher education.

ACCORD's Accomplishments

I. New research

To date, UC ACCORD has funded 39 research projects on seven UC campuses involving 53 scholars in education, public policy, communication, sociology, psychology, law, and medicine. These projects were chosen through a competitive, peer-reviewed grant-making process led by UC Davis Professor, Patricia Gandara. The new studies funded by ACCORD seek answers to crucial questions about the conditions for learning that are necessary for California's diverse population of young people to access a high-quality education and rigorous preparation for college. In addition to using state funding for new research, ACCORD is developing a program of studies supported by other public agencies and private philanthropy. The James Irvine Foundation provided the first of such support in 2001. With Irvine's grant of \$150,000, Professor Rich Brown of UC Irvine is leading ACCORD's examination of the effect of Advanced Placement (AP) courses on academic preparation and college going in schools serving low-SES and underrepresented minority youth in California. The study also assesses whether the State's recently implemented Advanced Placement Challenge Grant program has increased the college preparation and college going of the state's low-income and underrepresented students of color.



UCLA Professor Daniel Solorzano serves as ACCORD's Associate Director.



ACCORD dissertation fellows Lori Wicker and Gabriela Chavira participate in a research presentation.

ACCORD scholars have already presented preliminary findings of their research at state, national, and international academic conferences, such as the American Education Research Association (AERA), Association for the Study of Higher Education (ASHE), California Association of School Psychologists, and the World Congress of Sociologists. See page 6 for a listing of all ACCORD funded research.

II. Marshalling existing research

UC ACCORD researchers synthesize prior studies of educational equity and access and prepare non-technical reports that policymakers and practitioners can use to inform their work. The first ACCORD Synthesis Report, completed this year by ACCORD Director Jeannie Oakes, reviews the research on critical school conditions that support high achievement and college participation among all youth. These conditions, especially important in the schools and communities of underrepresented students, include:

- *A College-Going School Culture*
- *A Rigorous Academic Curriculum*
- *Access to Qualified Teachers*
- *Intensive Academic and Social Supports*
- *Opportunities to Develop a Multi-Cultural College-Going Identity*
- *Family-Neighborhood-School Connections*

Oakes concludes that although these conditions are key to creating opportunities for students, we neither monitor their availability nor work systematically to bring these conditions to all schools and communities. Future ACCORD studies will investigate these conditions and explore interventions for making college success possible for every student, regardless of their school or neighborhood.

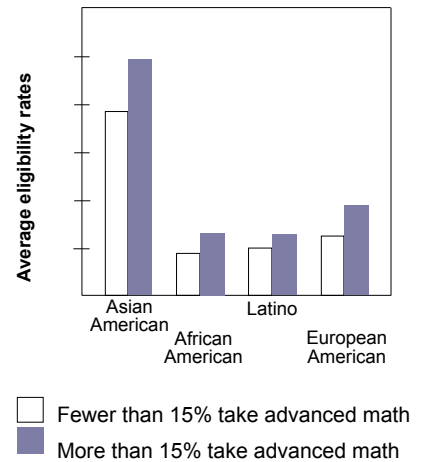
In 2003, ACCORD's Executive Board members will launch the publication of *ACCORD Updates*—a series that will make research on education opportunities accessible to state policymakers and the public. Commentary and analysis by some of UC's most distinguished faculty will link prior research to California's current education challenges.

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III. Monitoring & forecasting opportunities and quality: California Educational Equity Indicators Project

In 2003, UC ACCORD will release its first yearly report of the state’s progress toward a more equitable education system and access to higher education. Under the leadership of UCLA Professors Walter Allen and Daniel Solorzano and post-doctoral researchers Julie Mendoza, David Silver, and Robert Teranishi, ACCORD is developing statistical indicators of equitable K–12 schooling, college preparation, college access, and degree attainment. One critical indicator of college preparation is the extent to which high schools provide students with challenging academic curriculum. For example, the chart (right) shows that California high schools that enroll more than 15 percent of their students in advanced mathematics courses are also the schools that produce higher rates of UC eligibility among all racial groups. Schools with more restricted access to the most advanced courses do far less well in helping their students become eligible for college. ACCORD’s Indicator reports will enable policymakers and the public to track diverse California students’ progress toward college and link this progress to students’ access to high-quality teaching, curriculum, and other critical school conditions.

Impact of Advanced Math Course-Taking on UC Eligibility Rate



Through UC and CSU conferences ACCORD researchers will discuss their findings with Outreach practitioners and K–16 partnerships, assisting them in their efforts to provide equitable schooling for all students.

IV. Developing the capacity and diversity of California’s higher education faculty

UC ACCORD supports a new generation of researchers. It prepares current and future faculty (postdoctoral fellows and doctoral students) to push forward scholarship on educational equity and access. Scholars of color have been well represented in the pools of ACCORD applicants and awardees. Under the leadership of UC San Diego Professors Hugh Mehan and Michael Cole, ACCORD’s Executive Board and other senior UC faculty provide mentoring and networking opportunities to guide young scholars into tenured faculty positions at UC, CSU, and top-ranked private universities.

In the first year, ACCORD junior scholars have earned teaching or research positions at UC Berkeley, UC San Diego, California State University Sacramento, California State University Fullerton, University of San Francisco, New York University, University of Vermont, University of Nevada Las Vegas, University of South Carolina, and other institutions, such as the Migrant/Ole Project, the National Resource Center for the First Year Experience, and Students in Transition.

ACCORD also creates a forum for senior UC faculty to interact and support each other’s projects across UC campuses. Bringing together faculty leaders of UC’s Linguistic Minority Research Institute, Outreach Evaluation,

UC Links, the California Policy Research Center, and individual campus centers related to education policy and diversity, including UCSD’s CREATE, UCLA’s IDEA, and UC Davis’ new Institute for Education Policy, Law, and Government, ACCORD creates a space for researchers to exchange ideas and develop new lines of research.



ACCORD harnesses UC’s research expertise to inform policies and practices that will increase college preparation, access, and degree attainment across California’s increasingly diverse population of young people.

V. Assisting policymakers, educators, & the public

UC ACCORD has begun helping policymakers, researchers, teachers, outreach staff, and students benefit from reliable information that furthers their work to increase equity in schooling and access to higher education. ACCORD scholars have increased media attention on equity by briefing reporters, writing newspaper articles, and appearing on television programs.

ACCORD researchers have assisted state policymakers by:

- Providing testimony at Legislative hearings.
- Supplying background research on topics of interest to members of the Legislature.
- Developing recommendations for the state's new educational Master Plan.
- Implementing programs for researchers to learn how to present their data to a legislative audience.
- Publishing policy memos that convey the findings of their research to policymakers and practitioners.

ACCORD has engaged education professionals by:

- Supporting projects that allow researchers to work with public schools.
- Presenting findings at statewide meetings, as well as in school districts and high schools around the state.
- Discussing research with Outreach practitioners and K-16 partnerships at UC and CSU conferences.

ACCORD's initial set of reports and policy briefs — derived from the first set of ACCORD's funded projects — will be released in Spring 2003.

ACCORD will build upon its initial work as a distinctive UC source for reliable information and recommendations that lead to high-quality opportunities for all students across our diverse state.



ACCORD brings research on California's diversity and education to the core of the university's agenda. Through ACCORD's work, UC helps California realize the economic, social, cultural, and educational potential of its diversity.



Derek Mitchell and Danny Solorzano discuss a presentation at the 2001 ACCORD conference. ACCORD creates a forum for UC faculty and students to interact and support each other's projects across UC campuses.

Looking to the Future: Research to Make a Difference

California requires practical and effective policies and programs to overcome the current disparities in college preparation, access, and successful degree completion. Such policies and programs must be based on trustworthy research that provides essential baseline information, illuminates the causes of the state's current problems, and suggests alternative solutions. To be useful, this research must also be sensitive to a social and political climate where people hold conflicting and deeply rooted beliefs and values about students and schools. Clearly, correcting California's disparities in college preparation and access is an extraordinary challenge. In the years ahead, UC ACCORD will build upon its initial work as a distinctive UC source for reliable information and recommendations that lead to high-quality opportunities for all students across our diverse state.

¹ Manuel Garcia y Griego & Philip Martin, *Immigration and Immigrant Integration in California: Seeking A New Consensus*. University of California: California Policy Research Center Brief Series, October 2000.

² ACCORD received allocations from the University of California budget of \$300,000 in FY 00,

ACCORD Funded Research

UC ACCORD awarded its first set of research grants in July 2001.

2001-2002 GRANTS

Faculty Research

Walter Allen (UCLA), *The Educational Experiences and Postsecondary Opportunities of Southeast Asian Students*

Patricia Baquedano-Lopez (UC Berkeley), *Language & Literacy Practices of Latinos across Community Settings*

Robert Cooper (UCLA), *Promoting College Access for Poor and Minority Youth Through Comprehensive Schoolwide Reform*

Margaret A. Gibson (UC Santa Cruz), *Peer Influences on the School Performance of Mexican-Descent Adolescents*

Kris Gutierrez (UCLA), *Effective Bilingual/Biliteracy Programs*

Shane R. Jimerson (UC Santa Barbara), *Validity of Early Reading Assessment Methods for Language Minority Students*

Jabari Mahiri (UC Berkeley), *Increasing College Access for Students Attending "Bi-modal" High Schools*

Patricia M. McDonough (UCLA), *Increasing Faculty Involvement in Outreach and Practice-Based Research*

Paul M. Ong, Jordan Rickles, and Douglas Houston (UCLA), *School Integration and Residential Segregation in California*

Olga Vasquez (UC San Diego), *Expanding Success Across Cultural Contexts*

Mark Warschauer (UC Riverside), *Using Technology to Enhance Academic Achievement in Underserved Communities*

Postdoctoral Studies

Miguel Ceja (UC Davis), *Examining Chicanas' Graduate School Decision Making*

Dianna Gutierrez (UC Santa Cruz), *The Process of Social Capital Formation: One Rural High School's Response to Mexican Immigrant Students*

Derek Spencer Mitchell (UCLA), *Teacher Beliefs and Placement Decisions for Students of Differing Ethnic and Racial Backgrounds*

Barbara Tobolowsky (UCLA), *The Influence of Television on College Aspirations*

Dissertation Awards

Helen Duffy (UC Berkeley), *Increasing College-Going Rates of Underrepresented Populations through Teacher Professional Development*

Evellyn Elizondo (UC Santa Cruz), *Is College for Me?: Identity and the Decision to Apply to College*

Carl A. Lager (UCLA), *Improving Algebra Instruction for English Language Learners*

Deborah Perry-Romero (UC Santa Barbara), *Latino Families Appropriating Technology in an After-school Setting*

Gregory Palardy (UC Santa Barbara), *School Effects and Equitable Evaluation of School Performance*

Terri Patchen (UCLA), *How Latinas' Perceptions Affect Their Classroom Participation*

Lisa Tripp (UC San Diego), *K-16 Partnerships and the Possibilities for Educational Change*

Alicia Valero (UC Davis), *Literacy Development among Latino Students in a Rural Preschool*

Jean Yonemura Wing (UC Berkeley), *Closing the Racial Achievement Gap in Diverse California High Schools*

2002-2003 GRANTS

Faculty Research

Margarita Azmitia, Holli A. Tonyan, and Olaf Reis (UC Santa Cruz), *The Role of Social Support in Underrepresented Minority Students' Adjustment, Identity, Grades, and Retention in Their First Year of College*

Rebecca London (UC Santa Cruz), *Postsecondary Education Among Welfare Recipients: What Factors Influence College Enrollment and Degree Completion?*

Heinrich Mintrop and Gary Blasi (UCLA), *Improving Learning Conditions for Underrepresented Students Through A More Effective Accountability System for Low-performing Schools*

Postdoctoral Studies

Frances Contreras (UC Davis), *What Counts as Merit in Post-209 Admissions?*

Armida Ornelas (UCLA), *Examining the Transfer Process for Latina/o Community College Students*

Michael J. Smith (UCLA), *Understanding African American Students' College Choices*

Winnie Wang (UCLA), *Comparing the Impact of Two UC Outreach Programs on Academic Preparation and Eligibility*

Dissertation Awards

Diane Alvarez (UCLA), *Connecting Black and Latino Adolescents' Identity Formation to College Preparation*

Rebecca M. Callahan (UC Davis), *The Relationship of English Language Proficiency and Course Placement on the Academic Achievement of High School English Learners.*

Gabriela Chavira (UC Santa Cruz), *The Roles of Family Involvement and Students' Identities in Latino Adolescents' School Achievement*

Anthony Collatos (UCLA), *Promoting College Access by Engaging Urban Youth as Equity Researchers*

Kathryn Olson (UCLA), *The Pedagogical Consequences of Proposition 227*

Mariana Pacheco (UCLA), *Examining the Effects of Reading Reforms and Language Policies in a High-Achieving School Serving English Language Learners*

Samantha M. Paredes Scribner (UC Riverside), *The Cultural Context of Standardization: Enacting Curriculum Standards Reform in a Diverse School*

Lori Wicker (UCLA), *Developing a Social Cognitive Model to Understand the College Attrition of African American Students*

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