

**CSU**

**The California State University**

OFFICE OF THE CHANCELLOR



# Student Academic Outreach Programs

**2012-2013  
ANNUAL REPORT**

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# Introduction

**T**he California State University (CSU) is the largest four-year university system in the country, with 23 campuses, almost 447,000 students and 45,000 faculty and staff. The CSU's mission is to provide high-quality, affordable education to meet the ever-changing needs of the people of California. Since the system's creation in 1961, it has awarded about 2.7 million degrees.

The CSU plays a critical role in preparing outstanding candidates for the job market. CSU graduates help drive California's aerospace, healthcare, entertainment, information technology, biomedical, international trade, education, and multimedia industries. The CSU confers 65 percent of California's bachelor's degrees in business, 62 percent of its bachelor's degrees in agricultural business and management, and 45 percent of its bachelor's degrees in engineering and technology. The CSU also educates the professionals needed to keep the state running. It provides over 50% of bachelor's degrees to teachers, criminal justice workers, social workers, and public administrators. Altogether, about half the bachelor's degrees and a third of the master's degrees awarded each year in California are from the CSU.

One key feature of the CSU is its affordability. For 2012-13, the CSU's systemwide fee for full-time undergraduate students was \$5,472. With individual campus fees added in, the CSU's total fees averaged \$6,479 which is the lowest among any of the CSU's comparison public institutions nationwide. Seventy-six percent of the students who attend CSU receive financial aid, and more than 50 percent of CSU undergraduates receive enough financial aid to cover mandatory fees. As of 2012-13, CSU students who borrowed money owed 9 percent less than the state average and nearly 37 percent less than the national average.

## Executive Summary

**C**alifornia State University (CSU) outreach and student academic preparation programs provide information and academic support to California's diverse population of elementary, middle, secondary and post-secondary students.

Student academic outreach programs target students who are disadvantaged educationally and economically, who are enrolled in public schools that have low college-going rates, and who need assistance in strengthening basic skills in math and English. These programs provide academic support services that raise the aspirations and improve the academic performance of students, advise students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus, and provide retention services to students after they enroll in the CSU. All of these services are offered through a variety of systemwide and campus-based initiatives and programs that are described in this report, *The CSU Student Academic Outreach Programs 2012-2013 Annual Report*.

Additionally, CSU is raising awareness of college opportunities by reaching future students where they are—in their homes, their churches, and their communities. Partnering with community leaders and the state's K–12 system, administrators are targeting low-income and minority students and putting higher education within their reach.

An informative "How to Get to College" poster available in English, Spanish, Chinese, Korean, Vietnamese, and Tagalog outlines the step-by-step process students and parents can begin to get ready for college as early as the eighth grade. These posters have been distributed to the state's middle and high schools and contain helpful information on the admission process, applying for financial aid, and appropriate courses to take in high school to best prepare students for collegiate-level learning. To complement this "How to Get to College" poster, an interactive website has been developed to assist prospective students and families with relevant college preparation information. In addition, a new poster "Think College" was designed for and introduced to middle schools in an effort to help young minds begin preparing for rigorous coursework as early as the fifth and sixth grades.

Finally, the system has a dedicated website ([www.csumentor.edu](http://www.csumentor.edu)) to help students and families navigate the college admission and financial aid application processes. Additional information regarding CSU outreach and recruitment may be obtained at [www.calstate.edu](http://www.calstate.edu) or <http://www.calstate.edu/sas/outreach.shtml>.

## Summary – Activity Report

### Summary of Student Academic Outreach Program Activity Report 2012-2013

*(Note: The number of schools and students served is duplicated because one CSU campus may host multiple programs, and students may participate in more than one program.)*

#### **K-14 Students Served: 1,230,489**

- Elementary school students: 99,792
- Middle school students: 87,993
- High school students: 940,310
- Community College students: 122,394

#### **K-14 Institutions Served: 11,617**

- K – 5: 1,292
- 6 – 8: 1,174
- 9 – 12: 8,094
- Community Colleges: 1,057

#### **Parents, Families, Community Members, and Organizations:**

- **139,500**

#### **Early Assessment Program (EAP) Tests Administered in California High Schools:**

- CSU Early Assessment Program (EAP) English: **384,722**
- CSU Early Assessment Program (EAP) Mathematics: **212,836**

#### **2012-2013 Funds Invested in Outreach Activities:**

State General Funds:	\$21,611,093
Lottery Funds:	\$1,891,731
Federal Funds:	\$31,717,255
Other	\$9,929,189
<b>Total</b>	<b>\$65,149,268</b>

A statistical summary by program is provided on page 4 followed by a description of each CSU student academic outreach program. Questions about this report may be directed to Carolina C. Cardenas, Associate Director, Academic Outreach & Early Assessment, Academic Affairs, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802-4210. Ms. Cardenas may also be reached at (562) 951-4724 or [ccardenas@calstate.edu](mailto:ccardenas@calstate.edu).

## The California State University 2012-2013 Student Academic Outreach Programs Summary

	America Reads- Counts	CAMP Outreach	CMIH	CCE	ETS (Talent Search)	GEAR UP	MESA	PIQE <sup>1</sup>	Super Sundays	Troops to College	Upward Bound <sup>2</sup>	Transitional Programs	All Other K-12 Programs <sup>3</sup>	All Other Comm Coll Programs	Total
<b>Schools Served<sup>4</sup></b>	<b>111</b>	<b>434</b>	<b>306</b>	<b>796</b>	<b>147</b>	<b>25</b>	<b>189</b>	<b>91</b>		<b>31</b>	<b>117</b>	<b>3,170</b>	<b>5,660</b>	<b>540</b>	<b>11,617</b>
K-5	83	7	23	536	0	8	4	31		0	0	8	559	33	1,292
6-8	18	61	193	130	50	7	82	21		0	13	57	542	0	1,174
9-12	10	365	90	126	97	10	91	39		0	104	2,734	4,418	10	8,094
CCC <sup>5</sup>	0	1	0	4	0	0	12	0		31	0	371	141	497	1,057
<b>Students Served<sup>4</sup></b>	<b>15,732</b>	<b>8,600</b>	<b>5,639</b>	<b>56,521</b>	<b>14,545</b>	<b>8,212</b>	<b>9,047</b>	<b>6,183</b>		<b>2,223</b>	<b>2,464</b>	<b>41,100</b>	<b>964,382</b>	<b>95,841</b>	<b>1,230,489</b>
K-5	11,590	120	23	31,059	0	1,600	266	1,704		0	0	575	42,084	10,770	99,792
6-8	2,370	1,006	4,319	10,462	3,314	3,697	4,064	1,678		0	168	5,892	51,023	0	87,993
9-12	1,771	7,434	1,297	14,575	11,231	2,915	4,201	2,801		0	2,296	24,061	847,684	44	920,310
CCC <sup>5</sup>	0	40	0	425	0	0	516	0		2,223	0	10,572	23,591	85,027	122,394
<b>Public</b>									139,500 <sup>6</sup>						

1 Numbers reported under PIQE include both parents and students.

2 Federal TRIO Programs: Educational Opportunity Centers, Talent Search program, Upward Bound, and Upward Bound Math and Science

3 "Other" represents campus-based outreach programs. Descriptions of representative examples are provided in this summary.

4 The number of schools and students served is large because one school may host multiple programs, and students may participate in more than one program.

5 California Community Colleges

6 Includes students, parents, families, and community members

## CSU Funding Source Summary 2012-2013

PROGRAM	GENERAL FUND	LOTTERY	FEDERAL	OTHER*
America Reads/Counts	99,685	0	948,653	1,695
AT&T Road to College Corps	0	0	0	234,000
California Academic Partnership Program	3,500,000	0	0	0
Community Engagement	1,356,531	4,080	73,431	410,012
College Assistance Migrant Program (CAMP)	0	0	1,397,549	145,000
College Making It Happen (CMIH)	3,691	8,000	18,677	28,689
CSU Mentor	1,528,742	0	0	0
Early Assessment Program (EAP)	3,900,000	0	0	0
Educational Talent Search (ETS)	4,000	0	4,974,502	0
GEAR UP	4,746	15,406	2,347,644	0
<i>How to Get to College</i> Poster	45,000	0	0	105,000
MESA	284,180	420,839	0	1,403,890
Parent Institute for Quality Education (PIQE)	575,000	2,000	26,722	121,000
Summer Algebra Institute	300,000	0	0	0
Super Saturday/Sundays	176,000	0	0	0
Troops to College	429,609	9,873	9,450	27,310
Upward Bound	45,135	0	11,330,593	324,193
Upward Bound Math/Science	0	0	2,238,861	0
Transitional Programs	3,956,899	279,683	367,356	667,970
All Other K-12 Programs	4,655,082	863,682	5,515,611	6,434,375
Other Community College Programs	746,793	288,168	2,468,206	26,055
<b>SUB-TOTAL</b>	<b>21,611,093</b>	<b>1,891,731</b>	<b>31,717,255</b>	<b>9,929,189</b>
<b>TOTAL</b>	<b>\$65,149,268</b>			

\* Selected examples of "Other" funding sources: Foundations, Corporations, Community Based Organizations

## America Reads/Counts

America Reads is a grassroots national campaign that seeks to challenge every American to help children to learn to read, including English Language Learners and students with disabilities. America Reads sparks collaborations between educators, parents, librarians, business people, senior citizens, college students, and community and religious groups.

America Counts is a multifaceted, federal initiative that focuses on six strategic areas: equip teachers to teach challenging mathematics through high-quality preparation and on-going professional growth, provide personal attention and additional learning time for students, support high-quality research to inform best practices of mathematics teaching and learning, build public understanding of the mathematics today's students must master, encourage a challenging and engaging curriculum for all students based on rigorous standards, and promote the coordinated and effective use of federal, state, and local resources.

In 2012-13, thirteen CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$1.0 million. CSU America Reads/Counts programs worked with 111 schools and served 15,733 students.

Funding Source: General, Federal and Other Funds  
Cost per student: \$64

## AT&T-CSU College Corps Program

The California State University in partnership with AT&T implemented the CSU College Corps Program. The participating CSU campuses, Bakersfield, East Bay, Fresno, Los Angeles and San Marcos collaborated with high schools and supplemented the work of high school guidance counselors to promote college awareness, financial aid literacy and academic preparation. The participating CSU campuses trained and supervised college students to serve as Precollege Advisors. Each participating CSU campus served over 200 high school students who participated through their four years of secondary education. The total cohort consisted of 1,000 high school students. Approximately 87% of the students in the cohort reported that they were attending a post-secondary institution.

In 2012-13, CSU Los Angeles, CSU East Bay and CSU Fresno implemented the College Transition Program for CSU College Corps students who graduated in spring 2012 and attended a post-secondary institution in fall 2012. The purpose of the program was to better prepare students to be successful in college by provided students with information about student support services, financial aid and transfer admission requirements.

AT&T funded the grant for a total of \$1,280,000 (2008-2013).

In 2012-13, CSU Bakersfield, CSU East Bay and CSU San Marcos worked with 10 high schools and served over 590 seniors participating in the AT&T CSU College Corps Program. CSU Los Angeles, CSU East Bay and CSU Fresno serviced students attending post-secondary institutions throughout California. Funding for the 2012-2013 year totaled \$234,000.

Funding Source: AT&T Foundation



## California Academic Partnership Program (CAPP)

The California Academic Partnership Program (CAPP) was established by the California State Legislature in 1984 for the purpose of developing cooperative efforts of the education segments to improve the academic quality of public secondary schools and improve access and preparation of all students for college. CAPP is administered by the Trustees of the California State University, in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the State Superintendent of Public Instruction.

CAPP grants support development of strengthened curriculum and improved classroom instruction that lead to improved academic preparation and motivation of middle and high school students to attend and succeed in college. CAPP receives annual funding totaling \$3.5 million from state general funds. With advice from a statutorily created intersegmental advisory committee, CAPP develops and funds projects in high schools and their feeder middle schools and postsecondary partners to address student achievement, college access, and generate lasting change. CAPP annually works directly with approximately 20 to 30 high schools and associated middle schools and postsecondary partners with academic performance below the state average, with low college-going rates, and with high percentages of students from groups underrepresented in California postsecondary education.

Recognizing the importance of local and regional partnerships of education segments, CAPP also supports establishment and sustainment of PreK – Postsecondary collaboratives. CAPP's statute also specifies support for cooperative diagnostic assessment programs of secondary students. The intersegmental Mathematics Diagnostic Testing Project has received funding to work with secondary math teachers to administer, score and use results of diagnostic assessments to address student needs.

Since 1984 CAPP has funded more than 100 inter-segmental projects involving hundreds of faculty and secondary school teachers and thousands of high school students. Summaries and data on CAPP's major projects and recent publications are provided below. Additional material, including a map of project sites and descriptions and ordering information on publications, is available at [www.calstate.edu/capp](http://www.calstate.edu/capp).

*Specific ongoing projects for 2013-2014 include:*

### ***CAPP Demonstration Project***

The purpose of the CAPP Demonstration Partnership (CDP) is to fund partnerships between public secondary schools, districts, other Local Education Agencies (LEA's), community colleges, baccalaureate-granting institutions, and other local stakeholders to strengthen the quality of instruction required by the California Common Core State Standards (CCSS). The outcome of the CDP is a sustainable partnership that supports the full implementation of the CCSS and related assessments (both Smarter Balanced Assessment Consortium and other local assessments), enhances the quality of instruction, and increases the number of students who are eligible to transition from high school to institutions of higher education, ready to take credit-bearing college courses, and succeed in college.

## ***Using Formative Assessment Processes to Improve Preparation For and Performance in Algebra 1***

In 2011, CAPP launched a grant cycle to look at improving performance in Algebra 1. Nine middle and high schools in four school districts are participating. The grant supports secondary schools in closing achievement gaps and increasing student readiness for and success in algebra 1. Grant activities focus on helping teachers improve their use of formative assessment processes and build professional learning communities to inform instructional practice as they work in vertical teams. Schools are using the MDTP, at both the beginning and end of the year to help inform practice.

### ***Aurora Science Project***

The Aurora Project is the community college component of the University of California's Science and Mathematics Initiative. The Aurora Project's main goal is to motivate and support community college students who may wish to pursue careers as secondary teachers of science and mathematics. The Project has two interrelated goals:

- Increase the number of highly qualified secondary school mathematics and science teachers.
- Diversify the racial-ethnic composition of the teaching pool, especially in these disciplines.

### ***CAPP Archive Project***

CAPP has started archiving best practices from what has been learned through the years of granting funds to K-12 institutions. Archiving will begin with the Expository Literacy Grant (ELG) first and then the archive High School Leadership Initiative (HSLI) artifacts will be categorized and archived. CAPP plans to archive all of its ongoing projects and have artifacts readily available that will help schools understand the transformations that can occur when stakeholders are systematically involved. The Archive Project will make it easy to share learnings and best practices with interested schools.

### ***High School Leadership Initiative (HSLI)***

The High School Leadership Initiative is a five-year project designed to build administrator and teacher leadership capacity and to improve teaching and learning at school sites. Under this initiative each high school principal receives mentoring and support from a successful former school administrator/educator (called a CAPP Partner), an annual grant to the school of \$50,000 to support leadership development, and becomes part of a support team made up of the 11 high school principals, their CAPP Partner and CAPP project staff. Baseline data including CST scores, a-g completion rates, Early Assessment Program passage rates, as well as teacher surveys of site leadership are collected each year. A summative evaluation report with recommendations to educators and policy-makers is planned for release in 2013-14.

### ***Mathematics Diagnostic Testing Project (MDTP)***

Funding from CAPP provides MDTP materials and services without cost to California's middle schools and high schools. Statewide, in 2010-11, 7,518 middle and high school teachers in 22,101 classes requested scoring for over 513,890 tests. MDTP has 20 different tests available at 10 separate test levels, many of them available in Spanish. The most popular test is the Algebra Readiness test. A report by the Public Policy Institute of California, released in October 2011, found that school-wide use of MDTP had a significant positive impact on student achievement gains. CAPP funded follow-up survey and interview research to learn more about the use of MDTP and its impact on student achievement.

## ***Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)***

An evaluation study funded by CAPP in 2005 entitled *Raising Student Achievement Through Effective Education Partnerships* created the basis for the development of a broad cohort of educators and business people who supported the creation of ARCHES. This statewide voluntary confederation connects the many successful regional collaboratives committed to increasing student access to and success in college. Since then, ARCHES has provided small grants to encourage the creation of regional collaboratives comprised of public school and postsecondary professionals, business executives, leaders of community organizations, and staff from parent-centered alliances to work together to positively impact student academic performance and preparation for college.

### **Funding Source: State General Funds**

Cost per student: Variable depending on the guidelines (RFP) which define the school project but ranges from \$1.50 per student using MDTP assessments to \$100 per student at a high school with 500 or fewer students participating in the CAPP Demonstration Project Grant.

## **Center for Community Engagement**

The California State University (CSU) was built upon a mission to serve the people of California by providing accessible and high-quality educational opportunities. For more than 50 years, the CSU has prepared students to be informed, active and committed leaders. It has served as a model of academic excellence and a catalyst for strengthening our communities intellectually, economically and socially. CSU campus community engagement programs have played a key role in our partnerships with California's communities.

Since 1998 more than two million CSU students have given back to their communities and helped shape our world; many of whom have shown a strong commitment to mentor K-12 and community college students. During the 2012-13 academic year, the CSU provided opportunities for more than 63,000 students to participate in service learning with nearly 3,000 community sites. Additionally, of the 2,985 service-learning courses offered systemwide, nearly 18% were in the STEM (science, technology, engineering, mathematics) disciplines. The CSU was the first higher education system in the country to establish a system office supporting service learning and community engagement.

During 2012-13, CSU campus community engagement and service-learning programs worked with 796 schools and served 56,521 students enrolled in K-14 receiving funding totaling approximately \$1.8 million.

Funding Source: Federal, Lottery, General and Other

Cost per student: \$32

## College Assistance Migrant Program (CAMP)

The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farm workers (or children of such workers) enrolled in their first year of undergraduate studies at Institutions of Higher Education (IHE). The funding supports completion of the first year of studies. Competitive five-year grants for CAMP projects are made to universities or to nonprofit private agencies that partner with colleges. The CAMP program is promoted through rigorous outreach efforts in the 9-12 grade levels.

In 2012-13, five CSU campuses participated in CAMP, receiving funding totaling approximately \$1.4 million. CSU CAMP programs worked with 434 schools serving more than 8,600 students.

Funding Source: Federal and Other Funds

Cost per student: \$174

## College Making It Happen (CMIH)

In 2012-13, eight CSU campuses participated in the College Making It Happen program receiving funding totaling to approximately \$59,057. Campuses sponsoring the CMIH program worked with 306 schools and 5,639 students.

Funding Source: General Funds, Lottery Funds and Other Funds

Cost per student: \$10

## CSU Initiatives

### I. African American Initiative

#### *CSU Counselor Conferences and Quarterly Meetings*

*Super Sunday* church education advisors attend the CSU Fall Counselor Conferences. Designated church educational advisors attend bimonthly meetings with CSU outreach directors, and other CSU representatives. The Counselor Conferences provide much needed information about how to qualify high school graduates for CSU admission.

#### *CSU Super Saturday College Fair*

The purpose of this event is to provide students and parents with information and workshops on admissions, financial aid, EAP, FAFSA, scholarship programs, and housing. Nineteen campuses are represented at the college fair hosted by CSU Dominguez Hills. This year the CSU expanded its partnerships and presented additional workshops on college readiness, financial aid, careers in the STEM fields and in the hospitality industry. Over 2,500 parents, prospective students and teachers attended the fair.

## ***CSU Super Sundays***

During February (Black History Month), California State University leaders take to the pulpit in African American churches throughout the state to deliver the message that college is possible and is the key to future success. This event is known as *Super Sunday*; it has been enthusiastically received and is being replicated in other states. These efforts are funded through a variety of campus and system wide sources.

In 2012, the CSU's seventh annual *Super Sunday* reached over 100,000 people at 102 churches in Northern, central and Southern California. Following church services, CSU outreach directors and volunteers disseminate information on the application and admissions process, scholarships, financial aid, and more. The goal is to reach families in their communities with information about how to prepare for and succeed in college. In 2013, Chancellor White presented the CSU *Super Sunday* message at churches in Southern California, Northern California and the Central Valley.

The CSU's partnership with the African American community has contributed to increases in African American freshmen student enrollment.

## ***Summer Algebra Institutes***

The Summer Algebra Institute is designed to mobilize community partnerships and explore the efficacy of a culturally-based math curriculum to foster high academic achievement and college readiness among African American students. The program prepares students for pre-algebra and Algebra I course work using instructional approaches and curricula modules that are aligned to California State Standards, STAR-California Standards Test, and the California High School Exit Exam. Targeted to African American middle school students and low performing 9th grade high school students, the program uses personalized math so that African American students can visualize their cultural heritage connected to math and science. Eighty seven percent of student participants are African American and almost 50% are male. The Summer Algebra Institutes are offered at participating churches in Bakersfield, Carson, Fairfield, Fresno, Irvine, Inglewood, Norwalk, Los Angeles, Sacramento, San Bernardino and San Francisco.

In 2013, the Summer Algebra Institutes served over 545 students at 15 locations.

General Funds: 300K

Cost per student: \$551

## ***Train-the-Trainer Workshop***

A "Train-the-Trainer" workshop was developed by a group of CSU outreach directors based on recommendations from church partners. The goal is to inform education advisors from churches about CSU admissions, application process, financial aid, disabled student services, student resources, and ways in which parents can help their children.

## II. Latino Initiative

### *“Es El Momento” with Univision*

Organized by Univision in partnership with the California State University and many other education and nonprofit organizations, the fifth annual “**Es el Momento**” Education Fair was held on October 5, 2013 to inform Spanish-speaking parents about California's education system. The event's name states in Spanish, “The Time is Now.” Held at California State University, Dominguez Hills, the fair attracted 30,000 participants interested in learning about a typical education journey from pre-kinder to university level.

The “**Es el Momento**” event was also held in Sacramento on August 24, 2013. The event attracted more than 7,000 visitors to information booths hosted by the CSU and forty other colleges and universities.

The CSU teams up with the media giant Univision and more than seventy other higher education institutions, K-12 educators and community organizations to produce “**Es el Momento**,” the largest education fair in the western United States. At the fair, parents see hundreds of people wearing college branded T-shirts. Workers and volunteers proudly display logos of CSU campuses, community colleges, UCLA, USC, Stanford and others.

At “**Es el Momento**,” parents with limited English do not have to rely on their kids to interpret or translate. Parents receive information transmitted in their own language. There are thousands of one-to-one conversations in Spanish about schools, academic preparation, testing requirements, college life, careers, sports, athletic scholarships, financial aid, and resources to enter and succeed in higher education. Direct communication to parents conducted in their most comfortable language empowers them to take action and make decisions to further their children's educational opportunities; it also relieves the child from the responsibility to being the interpreter between his parents and representatives from the educational system.

### *Two Cultures: Different Expectations*

American schools have the expectation of parental involvement. Yet, immigrant parents whose formal education often does not go past the sixth grade do not feel qualified to participate in school activities or teach their children. They see teachers as education authorities and believe they will do their best for their children. At the fair, parents hear that they can be active participants and decision makers in the educational system. They meet people who can point them to resources and opportunities that would help them to effectively guide their children to educational success and they receive the How to Get to College poster (with the “a-g” requirements) in Spanish.

Funding Source for the “**Es el Momento**” program: CSU system, CSU Dominguez Hills, CSU Sacramento and in-kind donations by other CSU campuses in terms of staff time, travel expenses, materials, campus facilities and other resources.

### III. Journey to Success – Outreach to Asian American and Pacific Islander Students

The CSU Asian American and Pacific Islander (AAPI) Initiative presents College EXPO events for AAPI families. The events, named Journey to Success, are hosted at CSU campuses, local middle and high schools and community settings. Families receive information about college preparation, the application process and how to obtain financial aid. Students learn about careers and receive bilingual college planners in English and Chinese, Korean, Vietnamese, Tagalog, Hmong, Tongan, Samoan and Cambodian.

The goal of the AAPI Initiative is to improve college access and graduation achievement for Asian American and Pacific Islander students from underserved communities. The initiative targets the following communities, which, based on CSU data from the Early Assessment Test, need additional assistance to improve their levels of high school graduation and college access: Samoan, Tongan, Marshallese, Chamorro, Hawaiian, Cambodian, Hmong, Laotian, Fijian, underserved Chinese, Vietnamese, Filipino, Korean and Thai. In 2012-2013, the CSU hosted three College EXPO events under the AAPI Initiative:

- **Journey to Success at San Jose State University** – For first generation Asian American and Pacific Islander students and families. Held on November 3, 2012.
- **Journey to Success at CSU Dominguez Hills** – For first generation Asian American and Pacific Islander students and families. Held on June 1, 2013.
- **Journey to Success at Sacramento State University** – For first generation Asian American and Pacific Islander students and families. Held on August 6, 2013.

Funding Source: CSU system, CSU campuses and private donors.

### IV. Native American Initiative

- **February 2013** - Through a collaboration of the External Relations office and the California Indian Culture and Sovereignty Center at CSU San Marcos, the CSU's How to Get to College brochure was published in Luiseño, a Native American language. Joely Proudfit, Ph.D. director of the Center worked with an expert in Luiseño language to complete the translation. The project was financed through a grant provided by Southwest Airlines.
- **March 17-19, 2013** – The External Relations office exhibited the newly published Luiseño How to Get to College handout at the 36<sup>th</sup> Annual California Conference on American Indian Education, Fess Parker's Hilton in Santa Barbara.
- **April 20-21, 2013** - The External Relations office exhibited at CSU Dominguez Hills' third annual Pow Wow honoring Native American Indian victims of crime and violence. According to California Public Health Department data, the rate for assault injuries for American Indians from 2004 to 2010 was significantly higher than the state average.
- **May 30-31, 2013** - College Board Native American Student Advocacy Institute (NASAI), University of Montana and Salish Kootenai College, Montana. This event was attended by representatives from ten states to talk about best practices at each state. The CSU was represented by Dr. Joely Proudfit and Ms. Tishmall Turner from CSU San Marcos. They provided a PowerPoint presentation about how CSU San Marcos worked with local tribes and sponsors to create the California Indian Culture and Sovereignty Center on the CSU San Marcos campus.

## CSUMentor

In November 1996, CSU began to provide outreach, pre-admission, financial aid, and admission information to students, their families, and counselors through [www.csumentor.edu](http://www.csumentor.edu), a robust admission and financial aid portal for prospective students and their families. The home page of CSUMentor provides access to several components or “modules” for students and their families, counselors, or anyone interested in learning more about CSU admission and financial aid opportunities.

One integral aspect of CSUMentor is the High School Student Planner. This Student Planner allows California high school students to establish their data profile containing personal, demographic and academic information. The planner can be used to identify courses for the student to take to make certain that all CSU curriculum entrance requirements are satisfied prior to high school graduation. With 24-hour access, seven days per week on CSUMentor, students and families can plan a course of study at a time convenient to their household schedules. High school counselors can advise students more effectively when students have accessed CSU information through CSUMentor.

The data that students enter in their CSUMentor High School Planners is transferred automatically to their CSU admission applications when they are ready to apply. Students can easily apply to several CSU campuses through CSUMentor. Once completed, the online application is forwarded via the internet to the CSU campuses selected by the student.

The CSU contracts with XAP Corporation to maintain CSUMentor. The cost for 2012-2013 was \$1,113,609 . This year, more than 392,468 students established new accounts. A total of 1,218,442 applications were submitted via the CSUMentor system from October 20, 2012 to October 19, 2013.

### CSUMentor Activity Summary

	2012*	2013**	Change
Total Visits <sup>a</sup>	8,102,577	8,142,804	40,227 more
Total Page Views <sup>b</sup>	141,246,722	147,751,182	6,504,460 more
Average Visits Per Day	22,198	22,309	111 more
Average Page Views Per Day	386,977	404,798	17,821 more
Average Page Views Per Visit	17.43	18.15	0.72 more

\*2012 usage data from 10/20/2011 - 10/19/2012

\*\*2013 usage data from 10/20/2012 - 10/19/2013

<sup>a</sup> Number of times the home page was viewed

<sup>b</sup> Number of pages viewed within the site



## Early Assessment Program (EAP)

In collaboration with the California Department of Education (CDE) and the State Board of Education (SBE), the California State University developed the EAP to provide students, their families, and high schools the opportunity to assess 11<sup>th</sup> grade student readiness for college-level English and mathematics.

The EAP consists of questions from the 11<sup>th</sup> grade California Standards Test (CSTs) in English-Language Arts, Algebra II, and Summative High School Mathematics plus 15 additional multiple-choice questions and a written essay. The spring 2013 administration was the tenth year that the EAP was available to all students enrolled in 11<sup>th</sup> grade who were eligible to take the 11<sup>th</sup> grade CSTs in English and Algebra II or Summative High School Mathematics.

All 11<sup>th</sup> grade students are encouraged to participate in the EAP because the EAP provides valuable information about student readiness for college-level English and mathematics, and the EAP report enables the student, family, and high school to identify the student's need for additional preparation in English and mathematics while still enrolled in high school. While the EAP questions are voluntary for 11<sup>th</sup> grade students, the response to the EAP has been overwhelming.

### English EAP Results: Spring 2013

Nearly 384,722 high school juniors have received an "early signal" (88% participation rate) of their readiness for college English. This represents an increase from 2012 when 383,565 juniors opted to take the voluntary assessment. Of the 384,722 students, 23% were assessed as college-ready and an additional 15% earned an English Conditional status.

### Math EAP Results: Spring 2013

Approximately 212,836 (84% of all high school juniors eligible to take the California Standards Test in math) opted to complete the CSU's voluntary EAP. This represents an increase of student participation from the 2012 spring test of 203,972 who opted to take the math portion of the EAP. Of these students 14% were judged to be ready for college-level work in mathematics and an additional 46% earned a Math Conditional status.

In 2012-13, each CSU campus promoted the Early Assessment Program within its assigned service areas. CSU allocated funds from existing CSU resources to cover the costs of the 11<sup>th</sup>-grade assessment and scoring, outreach to all California high schools, development and implementation of the 12<sup>th</sup>-grade Expository Reading and Writing Course and teacher professional development. Each CSU campus receives an allocated amount to provide outreach and marketing services on the EAP program to the local service areas totaling \$3.9M. A total of 387,405 juniors voluntarily participated in EAP.

Funding Source: State General Funds  
Cost per student: \$10

## **Educational Opportunity Center (TRIO Program)**

Congress established a series of programs to help low-income Americans enter college, graduate, and enter America's economic and social life. These Programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO Programs (initially there were just three programs). As mandated by Congress, two-thirds of the students served in the TRIO programs must come from low-income families in which neither parent graduated from college. The following describes the Educational Opportunity Centers (EOC):

**Educational Opportunity Center (EOC)** programs provide counseling and information about college admission to qualified adults who want to enter or continue a program of postsecondary education. An important objective of EOC is to counsel participants on financial aid options and to assist in the application process. The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions.

During 2012-13, two CSU campuses received EOC TRIO funds serving approximately 2,180 students and had a combined annual budget of \$529,370.

Funding Source: Federal Funds  
Cost per student: \$243

## **Educational Talent Search (TRIO Program)**

**The Educational Talent Search** program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education.

The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

During 2012-13, twelve campuses host 16 Educational Talent Search programs serving approximately 10,446 students with combined annual budgets of \$4,769,520.

Funding Source: Federal and State General  
Cost per student: \$415

## **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was authorized in the Higher Education Amendments of 1998 to provide low-income middle school students the skills, encouragement, and academic preparation needed to enter and succeed in high school and postsecondary education through partnerships among schools, universities, the private sector, and community organizations. GEAR UP provides six-year grants to states and partnerships to strengthen academic programs and student services at participating high-poverty middle and high schools.

Four CSU campuses have been designated as the fiscal agent for GEAR UP Partnership Grants totaling more than \$2,367,796 million since 2008. CSU campuses are also participants in other partnership grants for which a local school district is the fiscal agent. CSU GEAR UP programs work with approximately 14 schools that serve over 8,210 students.

Funding Source: Federal, State and Other Funds

Cost per student: \$288

## “How to Get to College” Poster

The California State University’s award-winning “How to Get to College” program continues to be an important component of the CSU’s comprehensive outreach/retention strategies that aim to help students, parents, teachers and administrators better understand what is required to prepare for and succeed in college. In 2012-2013 the program continued to produce and distribute the “How to Get to College” posters, handouts, and website that together, serve as a road map outlining the steps students need to take from 6th through 12th grade to be eligible for entrance to the California State University.

The program’s website and its collateral material include information on the admissions process, applying for financial aid, the CSU’s Early Assessment Program, and course and grade requirements. The posters come in two sizes: a wall-sized 19 x 25-inch version for students and teachers to hang in classrooms; and a smaller 8 ½ x 11-inch fold-out that students and parents can carry with them. This year, the poster was translated to the Native American Luiseno, becoming the sixth language the handout is available in to download online. The other languages, English, Spanish, Chinese, Korean, Tagalog, and Vietnamese, continue to be in high demand. Furthermore, a silicone bracelet that was produced last year with an accompanying card highlighting a QR code to the website was distributed to school counselors and at outreach events.

The “How to Get to College” website is available in English and Spanish and is designed to continually engage audiences by using interactive channels including social media, videos, blogs, campus exploration, resources and tips. An easy-to-use online ordering system for the poster and downloadable handout versions is also available and the items are distributed free of charge. The website and its companion pieces are included at the CSU’s highly visible and successful outreach events such as the CSU’s Super Saturday College Fair, Super Sunday and high school counselor conferences. The CSU continues to keep content current, replenish inventory and refresh the design to ensure students and families have college preparation information that is relevant and useful.

### **July 2012 through June 2013 –**

Total website visits: 21,814

Website traffic from <http://www.gotocsu.com/>:

1,536 Visits; 6,544 Page views; 1,234 unique page views from poster

Bracelet website traffic from <http://www.gotocalstate.com/>:

1,245 Visits; 2,216 Page views; 1,086 unique page views

Total poster orders: 1,315

Total posters/handouts ordered:

91,890 (919 Boxes) posters/65,121 (652 Boxes) handouts

Total reach: 38 states

Funding Source: State General Funds, Other Funds

## **MESA Program**

### **Math, Engineering, and Science Achievement (MESA)**

MESA's academic development programs have supported educationally disadvantaged students to encourage them to excel in math and science studies and to graduate with degrees in engineering, science, and technology. MESA tries to reach economically and educationally disadvantaged students. This program involves the CSU, University of California (UC), California Community Colleges, independent colleges, and industry partners. It is funded by the state of California, corporate contributions, and grants.

The MESA Schools Program serves middle, senior high school and community college students throughout California to introduce them to math and science. MESA supports mastery of these content areas in an effort to encourage students to enroll in STEM based majors. This program partners with teachers, administrators, school district officials, and industry representatives to provide an academic enrichment model. The MESA Engineering Program centers provide support to educationally disadvantaged students at four-year colleges to attain engineering or computer science baccalaureate degrees.

Eighty-nine percent of MESA students successfully complete Algebra I before the 10<sup>th</sup> grade. More encouraging, seventy-six percent complete the CSU and UC college preparatory high school course pattern consisting of 15 courses, an increase from the previous year of 54 percent. Of MESA high school graduates, 53 percent enrolled in college as math, science, or engineering majors. Ten of 21 MESA pre-college sites and nine of 12 MESA engineering program centers are located on CSU campuses. Forty-eight percent of MESA's pre-college students were served by centers located on CSU campuses, and for academic year 2012-13 twenty-two percent of MESA high school graduates enrolled at a CSU campus. Forty-four percent of MESA community college students transferred to CSU campuses.

In 2012-13, ten CSU campuses participated in MESA, receiving funding totaling approximately \$2.1 million. CSU MESA programs worked with 204 schools serving 12,000 students.

Funding Source: State General and Other Funds

Cost per student: \$175

## Parent Institute for Quality Education (PIQE)

In spring 2006, the CSU entered into a partnership agreement with the Parent Institute for Quality Education (PIQE) with the goal of increasing the number of students eligible to enter the CSU from underserved communities. Under this partnership program, parents are receiving training and resources to support the education of their children. The project's mission is designed to bring schools, parents and community members together in the education of underserved students. The partnership helps parents to create a home learning environment, navigate the school system, collaborate with teachers, counselors and principals, encourage college attendance, and support a child's emotional and social development.

The course content is customized for each parent and includes curriculum such as home/school collaboration, motivation and self-esteem, communication and discipline, drugs and gang awareness, and college and career eligibility requirements. Upon successful completion of this nine-week, 14-hour course, parents are awarded a certificate of completion from PIQE. In addition, PIQE, the Chancellor and corresponding CSU campus presidents sign an *Invitation to College* certificate listing the name of the parent and the name of their children. This certificate specifies what the child must do to be accepted into a CSU. Campuses have developed a series of programs to continue to work with PIQE parents and their children after they have gone through the program. Examples of campus programming include: attending additional PIQE programs, giving the children ID cards, follow-up presentations, serve on PIQE advisory boards, identify schools, have informational tables at these schools, and specific visits by campus presidents/communities dedicated to PIQE participants.

In recognition of the need for STEM, PIQE has developed a four hour STEM intensive course broken up into successive Saturdays for two hours each Saturday. This pilot project was offered to 80 parents. The pretest and posttest demonstrated the need for parents to be counseled on the importance of STEM as a pathway for high school graduation and college readiness. The STEM portion of the PIQE curriculum offering has been funded by two additional partners the Eva Longoria Foundation and Supervisor Gloria Molina's Office.

In 2012-2013, 23 CSU campuses participated in PIQE. Each campus received \$25,000 from the Chancellor's Office for a total funding of \$575,000. In addition, several campuses match this amount. CSU PIQE programs worked with 115 schools, graduating 6,526 parents and touching over 19,000 PIQE children.

## Troops to College

The CSU has pledged to work with Governor Brown and California's military commanders to reach out to military men and women who are on active duty and who are exiting the service to facilitate their transition to college. In spring 2006, then Governor Schwarzenegger announced the formation of the Veterans Education Opportunities Partnership, now named "Troops to College," which creates a model for veterans' education by developing an academic outreach, admission, and enrollment plan that targets and assists the approximately 60,000 California veterans exiting military service each year. The partnership consists of senior administration officials, military leaders, and leaders of the CSU, UC, and the CCC system. The partnership will seek to work cooperatively to provide education opportunities to veterans who are California residents or who are stationed in California at the time of their exit from the military.

The total active U.S. Military force includes 1.42 million men and women of whom 160,000 (11.2 percent) come from California. Approximately 175,000 active duty men and women are stationed in California. An additional 25,000 serve in various reserve components of the U.S. Armed Forces (including the National Guard). The Montgomery and post 9/11 GI Bills education benefits are the number one reason American men and women enter the U.S. military. Therefore, each member of the military pool of more than 200,000 men and women serving in California is a prospective student for one of California's 112 California Community Colleges, 23 CSU campuses, and 10 UC campuses. Approximately 35,000 of a pool of more than 200,000 men and women exit military service annually.

The CSU implemented the Troops to College Admission program, which provides priority admission access for transitioning military veteran students at all CSU campuses. In addition, the CSU also works closely with generals and admirals of the United States Marine Corps, United States Navy, United States Air Force, United States Army, United States Coast Guard, and the California National Guard, in which each campus admits up to five veterans upon the recommendation of the general or admiral of each military branch, using military and leadership experience as admission criteria. A total of 115 admission positions are available under this program across the 23 CSU campuses. Candidates were screened, interviewed, and accepted by their respective branch leadership, reviewed by the CSU Office of the Chancellor, and admitted to the campus chosen by the student or the military installation.

Funding Source: General Funds, Federal, Other

Total Students: 2,223

Total Funding: \$476,542

Cost per student: \$214

## Upward Bound (TRIO Program)

**Upward Bound** provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education.

The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. All Upward Bound projects must provide instruction in math, laboratory science, composition, literature, and foreign language. The following CSU campuses host one, two, or three programs: Chico, Dominguez, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, San Bernardino, San Diego, San Luis Obispo, San Marcos, and Sonoma.

During 2012-13, fifteen campuses received UB TRIO funds to host 27 programs serving approximately 2,387 students and had a combined annual budget of \$8,380,429.

Funding Source: Federal Funds  
Cost per student: \$4,130

## Upward Bound Math and Science (TRIO Program)

**Upward Bound Math and Science (UBMS)** program allows the U.S. Department of Education to fund specialized Upward Bound math and science centers. The program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and encourages them to pursue postsecondary degrees in these fields.

The following campuses host UBMS programs: Chico, Dominguez Hills, Los Angeles, Pomona, San Bernardino, and Sonoma. Programs in mathematics and science often have higher costs as well as greater benefit.

During 2012-13, six campuses received UBMS TRIO funds serving approximately 521 students and had a combined annual budget of \$2,238,861.

Funding Source: Federal  
Cost per student: \$4,297



## Transitional Programs: EOP, Foster Youth, Summer Bridge

The California State University implements and coordinates many programs designed specifically for students who are transitioning from the 12<sup>th</sup> grade or community college to the university. Three of the most successful and visible programs include the EOP, Foster Youth, and Summer Bridge Programs.

Educational Opportunity Program (EOP) is an education access and retention program that provides support services to low-income, educationally disadvantaged students, the majority of whom are first-generation college students. A transitional EOP program for incoming students is the Summer Bridge Program.

Foster Youth Programs provide a wide range of comprehensive support services including targeted outreach activities. All CSU campuses utilize existing resources to strengthen support for foster youth interested in attending a CSU campus. Many campus support programs provide presentations to the foster care community, attend Independent Living Program workshops, and participate in college and resource fairs specifically for foster youth.

The Summer Bridge Program is a comprehensive support program that increases the retention and graduation of “high-risk” students who are disadvantaged educationally and economically by providing an intensive residential program during the summer prior to matriculation. High-risk disadvantaged students are defined as those who score in the lower quartile of the EPT and ELM exams or whose high school transcripts indicate that their academic preparation needs strengthening. This program assists incoming freshmen to prepare for the rigors of university work. It typically consists of a five-week residential program that assists EOP incoming freshman in making the transition from high school to the university. Summer Bridge offers courses in math, writing, science, and ethnic studies. In addition, academic advising, tutorials, workshops, and other activities are also included in the five-week experience. Participants live in the residence halls at no cost to students. Participants benefit from personalized attention, individualized instruction, and accessibility to campus resources.

Summer Bridge students complete remedial course work before enrollment; improve mathematics and language skills; attend study skills seminars; attend an exciting variety of on-campus lectures, cultural entertainment and special events; receive introductions and invitations to join various student clubs and organizations; work with professionals interested in helping students grow as individuals and students; establish a personal support system by meeting new friends; learn from current students who have overcome personal and academic challenges; network with faculty, staff, and other members of the campus community; and gain confidence to meet the challenges of attending a university and participate in a full and rewarding college experience.

All 23 CSU campuses participate in many if not all of the above mentioned programs. In addition, many of the campuses have developed over 90 unique programs in their region that serve the needs of transitioning students. In 2012-13, CSU campuses offered transitional programs and received funds totaling approximately \$5.2 million. CSU campuses worked with more than 3,170 schools and served approximately 41,100 students.

Funding Source: State General, Federal, Lottery and Other Funds  
Cost per student: \$126

## Other Outreach Programs in K-12 and Community Colleges

In 2012-13, twenty-three CSU campuses developed, implemented, and administered over 300 outreach programs serving 964,382 students in grades K-12. This is an increase of 16% from the previous year. In addition, twenty-three CSU campuses reported the coordination of over 90 outreach programs serving approximately 122,394 community college students, an increase of 27% from the previous year. These programs were tailored to meet specific regional needs. These various campus-based programs included such activities as tutoring, mentoring, field trips, information, and motivation activities. Funds that support these campus-based programs are provided from diverse sources, e.g., community organizations, federal government, state General Funds, and lottery funds.

Funding Source: State General, Federal, Private, and Lottery  
Cost per prospective student: \$18

## Summary

All systemwide and campus outreach programs and partnerships serve as launching pads from which CSU is able to create new initiatives. These programs and partnerships allow CSU to identify and meet the ever-changing needs of California's population and vital industries. The end result is better preparation of students who are ready to enter college as well as the workforce. Well-prepared students "hit the ground running" with current and relevant knowledge in their chosen fields. It is these graduates who will form the foundation for California's and the nation's future workforce and economic success as CSU alumni.



**CSU**

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