

# STUDENT ACADEMIC OUTREACH PROGRAMS

**2014-2015 ANNUAL REPORT**





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# INTRODUCTION

The California State University (CSU) is the largest four-year university system in the country, with 23 campuses, approximately 460,000 students and 47,000 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 3 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 percent 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 2014-2015, 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 \$6,759 which is the lowest among any of the CSU's comparison public institutions nationwide. 77 percent of the students who attend CSU receive financial aid, and more than 62 percent of CSU undergraduates receive enough financial aid to cover mandatory fees. As of 2014-2015, CSU students who borrowed money owed 23 percent less than the state average and nearly 45 percent less than the national average.

# EXECUTIVE SUMMARY

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 2014-2015 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.

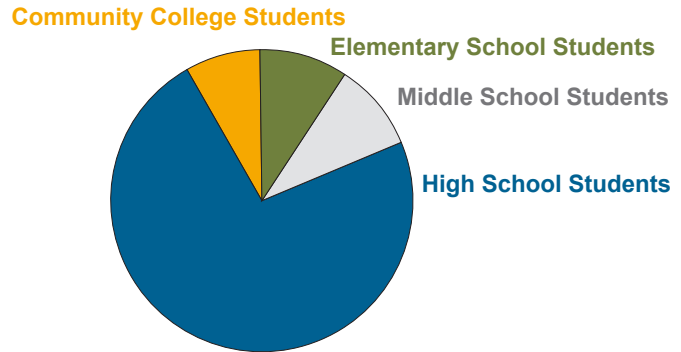
An informative "How to Get to College" poster available in English, Spanish, Chinese, Korean, Vietnamese, and Tagalog outlines the step-by-step process students and parents can begin to get ready for college as early as the eighth grade. These posters have been distributed to the state's middle and high 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 grade.

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>.

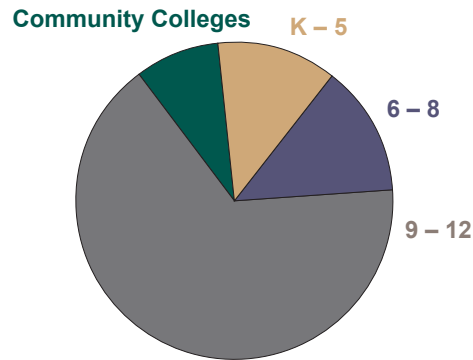
# SUMMARY OF OUTREACH ACTIVITY REPORT

(Note: The number of schools and students served is duplicated due to CSU campuses hosting multiple programs, and students may participate in more than one program.)

<b>K-14 Students Served: 1,204,722</b>	
Elementary School Students	<b>115,534</b>
Middle School Students	<b>115,150</b>
High School Students	<b>880,020</b>
Community College Students	<b>94,018</b>



<b>K-14 Schools Served: 12,878</b>	
K - 5	<b>1,601</b>
6 - 8	<b>1,711</b>
9 - 12	<b>8,460</b>
Community Colleges	<b>1,106</b>



Parents, Families, Community Members and Organizations served: **131,890**

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

CSU Early Assessment Program (EAP) English: **418,802**

CSU Early Assessment Program (EAP) Mathematics: **418,179**

2014-2015 Funds Invested in Outreach Activities:

State General Funds: **\$22,038,207**

Lottery Funds: **\$1,379,515**

Federal Funds: **\$32,744,312**

Other: **\$9,765,005**

Total: **\$65,927,039**

A statistical summary by program is provided on page 7 followed by a description of each CSU student academic outreach program. Questions about this report may be directed to Carolina C. Cardenas, Director, Academic Outreach & Early Assessment, Academic Affairs, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802. Carolina Cardenas may also be reached at (562) 951-4724 or [ccardenas@calstate.edu](mailto:ccardenas@calstate.edu).

# STUDENT ACADEMIC OUTREACH PROGRAMS SUMMARY 2014–2015

	America Reads-Counts	CAMP Outreach	CMIH	CCE	ETS (Talent Search)	GEAR UP	MESA	PIQE <sup>1</sup>	CSU Initiatives	Troops to College	Upward Bound <sup>2</sup>	Upward Bound-Math & Science <sup>2</sup>	Transitional Programs	All Other K-12 Programs <sup>3</sup>	All Other Community College Programs	TOTAL
Schools Served <sup>4</sup>	163	491	357	948	151	26	180	117		22	101	34	2,914	6,800	574	12,878
K-5	111	16	34	703	5	0	0	47		0	0	0	7	678	0	1,601
6-8	45	64	233	97	63	12	85	28		0	9	7	79	989	0	1,711
9-12	7	387	90	141	83	14	85	41		3	88	27	2,441	5,053	0	8,460
CCC <sup>5</sup>	0	24	0	7	0	0	10	1		19	4	0	387	80	574	1,106
Students Served <sup>4</sup>	13,899	22,113	7,320	72,748	9,647	9,148	8,329	6,948		2,204	1,911	436	26,569	928,902	94,548	1,204,722
K-5	9,376	681	95	38,053	0	0	0	1,920		0	0	0	753	48,388	16,268	115,534
6-8	2,792	675	6,539	13,589	2,123	3,571	4,339	1,859		0	35	16	1,382	78,230	0	115,150
9-12	1,731	20,320	686	20,059	7,524	5,577	3,473	3,079		155	1,812	420	19,460	795,724	0	880,020
CCC <sup>5</sup>	0	437	0	1,047	0	0	517	90		2,049	64	0	4,974	6,560	78,280	94,018
Public									131,890 <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 2014–2015

PROGRAM	GENERAL FUND	LOTTERY	FEDERAL	OTHER*
America Reads/Counts	\$68,260	\$0	\$1,025,304	\$9,696
AT&T Road to College Corps	\$0	\$0	\$0	\$48,000
California Academic Partnership Program	\$3,500,000	\$0	\$0	\$0
Center for Community Engagement	\$684,545	\$101,569	\$217,321	\$613,235
College Assistance Migrant Program (CAMP)	\$0	\$0	\$2,276,020	\$377,000
College Making It Happen (CMIH)	\$4,321	\$8,000	\$0	\$99,806
CSU Mentor	\$1,073,609	\$0	\$0	\$0
Early Assessment Program (EAP)	\$4,781,650	\$0	\$0	\$0
Educational Talent Search (ETS)	\$5,218	\$0	\$4,272,467	\$0
GEAR UP	\$0	\$0	\$5,428,531	\$0
How to Get to College Poster	\$53,000	\$0	\$0	\$0
MESA	\$15,000	\$0	\$11,500	\$1,934,681
Parent Institute for Quality Education (PIQE)	\$366,070	\$2,000	\$25,000	\$251,660
Summer Algebra Institute	\$300,000	\$0	\$0	\$0
Super Saturday/Sundays	\$200,000			
Troops to College	\$212,851	\$13,549	\$0	\$191,125
Upward Bound	\$15,000	\$0	\$7,953,372	\$595,116
Upward Bound Math/ Science	\$0	\$0	\$2,362,415	\$99,974
Transitional Programs	\$4,605,886	\$172,386	\$28,532	\$1,650,051
All Other K-12 Programs	\$5,411,432	\$929,046	\$7,562,241	\$3,679,283
Other Community College Programs	\$741,365	\$152,965	\$1,581,609	\$215,378
<b>SUB-TOTAL</b>	<b>\$22,038,207</b>	<b>\$1,379,515</b>	<b>\$32,744,312</b>	<b>\$9,765,005</b>
<b>TOTAL</b>	<b>\$65,927,039</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 2014-2015, nine CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$1.1 million. CSU America Reads/Counts programs worked with 163 schools and served 13,899 students.

Funding source: General, Federal and Other Funds  
Cost per student: \$79

## **AT&T - CSU COLLEGE CORPS PROGRAM**

The CSU, 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 percent of the students in the cohort reported that they were attending a post-secondary institution.

In 2014-2015, the participating CSU campuses awarded the AT&T CSU College Corps scholarships to select students attending Bakersfield, East Bay, Fresno, Los Angeles, San Marcos and San Luis Obispo.

AT&T funded the grant for a total of \$1,280,000 (2008-2014). Scholarship Funding for the 2014-2015 year totaled \$48,000.

Funding source: Other Funds

## **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 CSU, 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, we focus on schools with academic performance below the state average, low college-going rates, and high percentages of students from groups underrepresented in California postsecondary education.

Recognizing the importance of local and regional partnerships of the various education segments, CAPP also supports establishment and sustainment of PreK – Postsecondary collaboratives through Alliance for Regional Collaboration to Heighten Educational (ARCHES). CAPP's statute also specifies support for cooperative diagnostic assessment programs of secondary students. The intersegmental Mathematics Diagnostic Testing Project (MDTP) 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 on CAPP's major projects and recent publications are provided below. Additional material, including a map of project sites and descriptions and copies of publications, is available at [www.calstate.edu/capp](http://www.calstate.edu/capp).

Specific ongoing projects for 2015-2016 include:

### ***College Going Culture Extension Grant***

The purpose of CAPP's creating a College Going Culture Extension Grant is to support grantees that were part of the College-Going Culture grant initiative to focus on building strong academic partnerships with their middle schools as they enhance the academic rigor at their own high school. Each high school is expected to build or enhance a relationship with their feeder middle school(s) in or around academic rigor that includes an emphasis on articulation in core disciplines across educational levels to ensure that students are making adequate academic progress.

## ***CAPP Demonstration Partnership***

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.

## ***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

## ***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 2010-2011, 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

## **CENTER FOR COMMUNITY ENGAGEMENT (CCE)**

The CSU was built upon a mission to serve the people of California by providing accessible and high-quality educational opportunities. The CSU is committed to preparing students to be informed, active and committed leaders equipped with the career-ready and civic skills that are essential to strengthening our communities – economically, socially and intellectually. CSU campus community engagement programs have played a key role in our partnerships with California’s communities.

Since 1998, more than 2 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 2014-2015 academic year, the CSU provided opportunities for more than 66,000 students to participate in service learning with nearly 3,055 community sites. The CSU was the first higher education system in the country to establish a system office supporting service learning and community engagement.

During 2014-2015, CSU campus community engagement and service-learning programs worked with 948 schools and served 72,748 students enrolled in K-14 receiving funding totaling approximately \$1.6 million.

Funding source: Federal, Lottery, General and Other Funds  
Cost per student: \$22

## **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 2014-2015, five CSU campuses participated in CAMP, receiving funding totaling approximately \$2.6 million. CSU CAMP programs worked with 491 schools serving more than 22,113 students.

Funding source: Federal and Other Funds  
Cost per student: \$120

## **COLLEGE MAKING IT HAPPEN (CMIH)**

In 2014-2015, seven CSU campuses participated in the College Making It Happen (CMIH) program receiving funding totaling \$112,127. Campuses sponsoring the CMIH program worked with 357 schools and 7,320 students.

Funding source: General, Lottery and Other Funds  
Cost per student: \$15

## **CSU INITIATIVES**

### **I. African American Initiative**

The CSU African American Initiative is a partnership with California churches serving predominantly African American congregations. The goal of the initiative is to increase the college preparation, enrollment and graduation rates of African American students from the CSU. The CSU is committed to reaching African American students and parents throughout California.

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

Super Sunday church education advisors attend the annual CSU Fall Counselor Conferences. The Counselor Conferences provide much needed information about how to qualify high school graduates and community college students for CSU admission. Designated church education advisors also attend bimonthly meetings with CSU outreach directors, and other CSU representatives, to facilitate the planning and implementation of the activities of the African American Initiative.

#### ***CSU Super Saturday College Fair***

The purpose of this event is to provide middle and high school students, parents and families with information about admissions, the application process, courses, majors, campus life, housing, financial aid, EAP, FAFSA, scholarship programs, and more. CSU 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 and parent engagement.

The eighth annual Super Saturday college fair was held on August 23, 2014 with 2,300 parents, prospective students and teachers in attendance. More than 1,000 "How to Get to College" posters (outlining the A-G Requirements) and 300 CSU mentor cards (how to apply to the CSU) were distributed to attendees. Families from the Antelope Valley, San Bernardino, Ventura and Riverside counties were provided with free transportation to the event, courtesy of McDonald's Restaurants of Southern California. McDonald's also provided refreshments to the people they transported and free McCafe smoothie samples from their booth at the event. Print and social media were used to promote the bus transportation in target communities.

## ***CSU Super Sundays***

During February (Black History Month), CSU 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 systemwide sources.

In 2015, the CSU's 10th annual Super Sunday reached more than 100,000 people from more than 100 churches in Northern, Central and Southern California. Following church services, CSU outreach staff and volunteers disseminated information on the CSU admissions process, scholarships, financial aid, and more. More than 50,000 "How to Get to College" posters (outlining the A-G Requirements), 30,000 "Think College" middle school posters and 40,000 CSU mentor cards (how to apply to the CSU) were distributed. The goal was to reach families in their communities with information about how to prepare for and succeed in college. In 2015, Chancellor White presented the CSU Super Sunday message at Crenshaw Christian Church in Los Angeles.

## ***Summer Algebra Institute***

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 coursework using instructional approaches and curricula modules that are aligned to the Common Core State Standards. Targeted to African American middle school students and low performing ninth grade high school students, the program uses personalized math so that African American students can visualize their cultural heritage connected to math and science. 95 percent of students received a grade of B or better in Algebra I. The Summer Algebra Institute is offered at participating churches in Bakersfield, Carson, Fairfield, Fresno, Irvine, Inglewood, Whittier, Los Angeles, Sacramento, San Bernardino and San Francisco.

In 2014, the Summer Algebra Institute served more than 590 students at 18 locations.

General funds: \$300K  
Cost per student: \$508

## **II. Latino Initiative**

### ***2014 Feria de Educación with Univision Communications***

Each year, the CSU teams up with Univision Communications, and more than 70 other higher education institutions, K-12 educators and community organizations to carry out Feria de Educación, as the largest education fair in the western United States.

On October 11, 2014, Univision, in partnership with the CSU, held its sixth annual Feria de Educación education fair at CSU Dominguez Hills. The fair attracted nearly 25,000 participants, primarily Spanish speaking parents, interested in learning about a typical education journey from pre-kindergarten to university level.

On August 23, 2014, Sacramento State held its second annual Feria de Educación event attracting more than 4,000 participants, primarily Spanish speaking families, who received information about the CSU admission and financial aid process. More than two dozen public and private universities and community colleges exhibited at the college resource fair. In 2015 the partnership will expand to include Fresno State.

Throughout Feria de Educación, the importance of parental involvement in children's education and school is emphasized; and best practices for immigrants and first generation students is also shared through workshops and town halls featuring CSU experts and Univision talent. Workshops are provided in Spanish on topics such as academic preparation, testing requirements, college life, careers, scholarships, financial aid, and resources to enter and succeed in higher education. More than 2,500 "How to Get to College" posters (outlining the A-G Requirements) and 700 CSU mentor cards (how to apply to the CSU) were distributed. 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 of being the interpreter between parents and representatives from the educational system.

The funding source for Feria de Educación is the CSU Office of the Chancellor, CSU Dominguez Hills, Sacramento State and in-kind contributions by all 23 CSU campuses in terms of staff time, travel expenses, materials, campus facilities and other resources.

### **III. Asian American and Pacific Islander Initiative**

The CSU Asian American and Pacific Islander (AAPI) Initiative began hosting several college fairs for AAPI families called "Journey to Success." The events, held at CSU campuses, provide local middle schools, high schools and community settings and families with information about college preparation, the application process and how to obtain financial aid. Students learn about careers and receive bilingual college preparation information in English, Chinese, Korean, Vietnamese, and Tagalog.

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 Program (EAP) Test, need additional assistance to improve their levels of college success and completion: Samoan, Tongan, Marshallese, Chamorro, Hawaiian, Cambodian, Hmong, Laotian, Fijian, underserved Chinese, Vietnamese, Filipino, Korean and Thai.

In 2014-2015, the CSU hosted the following events under the AAPI Initiative:

- AAPI Ambassadors Retreat, CSU Long Beach, November 8, 2014
- Journey to Success, CSU Long Beach, November 15, 2014
- AAPI Ambassador Training, Sacramento State, February 14, 2015
- AAPI Ambassador Training, Fresno State, March 7, 2015
- Journey to Success, CSU Northridge, March 7, 2015
- AAPI Student Leadership Retreat, CSU Dominguez Hills, April 2015
- Journey to Success, Fresno State, May 2, 2015
- Journey to Success, Cal Poly Pomona, May 16, 2015

Funding source: CSU system, CSU campuses and private donors

## **VI. Native American Initiative**

The CSU Native American Initiative began in March 2006, when the CSU held a summit with leaders representing 40 California tribes to discuss strategies to build a college going culture among Native American families.

The CSU participated in the following events under the Native American Initiative: Educational exhibitor on Native American Day held on the south steps and lawn of the California State Capitol on September 26, 2014. One hundred “How to Get to College” posters (outlining the A-G requirements) and 45 CSU mentor cards (how to apply to the CSU) were distributed.

- Educational exhibitor at the California Conference on American Indian Education in Palm Springs on March 15-17, 2015. One hundred seventy-five “How to Get to College” posters (outlining the A-G Requirements) and 50 CSU mentor cards were distributed.

## **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 homepage 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 the student is required to complete to ensure that all CSU curriculum entrance requirements are satisfied prior to high school graduation. With 24-hour, seven days per week access to 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 2014-2015 was \$1,073,609. From October 1, 2014 to September 30, 2015 more than 456,810 students established new accounts and a total of 1,105,938 applications were submitted via the CSUMentor system.

### CSUMentor Activity Summary

Visits and Views	2014*	2015**	Change
Total Visits <sup>a</sup>	7,060,010	7,786,966	10.29% increase
Total Page Views <sup>b</sup>	147,049,399	160,067,334	8.85% increase
Average Visits Per Day	19,342	21,334	1,992 more
Average Page Views Per Day	402,875	438,540	35,665 more
Average Page Views Per Visit	20.82	20.55	0.27 less

\*2014 usage data from 10/01/2013 - 09/30/2014

\*\*2015 usage data from 10/01/2014 - 09/30/2015

<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)

The Early Assessment Program (EAP) is a collaborative effort among three important state entities in California: California State University (CSU), California Department of Education (CDE), and California State Board of Education (SBE). The goal of this unprecedented partnership is to ensure that college bound high-school graduates have the English and mathematics skills expected by the state university.

Like most public comprehensive universities, CSU admits students first—and only then tests them to see if they have the reading, writing, and mathematics skills needed for placement in college-level study. If they do not, students are placed in remedial courses for one or two semesters—thus making the pursuit of a baccalaureate degree more expensive for both the student and the state. The EAP will allow students, their teachers, their parents, and the CSU to know early how well prepared the 11th-graders are for university-level work. Furthermore, it allows high school students an opportunity to polish their skills before enrolling in college.

The EAP has three components: early testing, the opportunity for additional preparation in the 12th grade, and professional development activities for high school English and mathematics teachers. The EAP test is embedded in the California Assessment of Student Performance and Progress (CAASPP) 11th-grade English Language Arts/Literacy and mathematics. These tests are part of California's public school testing and accountability system and are required of all grade 11 students. CAASPP exams cover both California high school standards as well as the CSU placement standards. Specified levels of these scores indicate meeting CSU standards.

***English EAP Results: Spring 2015***

Nearly 420,000 high school juniors have received an early signal of their readiness for college English. Of these students, 96,540 were assessed as college-ready and an additional 138,513 earned an English Conditional status.

***Math EAP Results: Spring 2015***

Approximately 418,000 students received an early signal of their readiness for college math. Of these students 46,078 were assessed to be ready for college-level work in mathematics and an additional 75,401 earned a Math Conditional status.

In 2014-2015, each CSU campus promoted the EAP within its assigned service areas. CSU allocated funds from existing CSU resources to cover the costs of the 11th-grade assessment and scoring, outreach to all California high schools, development and implementation of the 12th-grade Expository Reading and Writing Course and teacher professional development. In addition, each CSU campus receives funds to provide outreach activities and marketing to the local service areas totaling \$4.7M. Approximately 420,000 juniors participated in EAP.

Funding source: State General Funds  
Cost per student: \$11

**EDUCATIONAL OPPORTUNITY CENTER (TRIO PROGRAM)**

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 2014-2015, two CSU campuses received EOC TRIO funds serving approximately 2,300 students and had a combined annual budget of \$558,584.

Funding source: Federal Funds  
Cost per student: \$242

## **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 2014-2015, 13 campuses hosted 16 Educational Talent Search programs serving approximately 9,647 students with combined annual budgets of \$4,277,685.

Funding source: Federal and State General Funds  
Cost per student: \$443

## **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, and one campus is a partner with a local educational agency. Combined, funds total more than \$7,276,349 million. CSU GEAR UP programs work with approximately 13 schools that serve over 10,514 students.

Funding source: Federal, State and Other Funds  
Cost per student: \$692

## “HOW TO GET TO COLLEGE” PROGRAM

The CSU’s award-winning “How to Get to College” program, which began in 1999 as a way to provide college preparation information and guidance to underserved students, remains an important component of the CSU’s comprehensive outreach and retention strategies. In 2014 - 2015, “How to Get to College” posters, handouts, wristbands and the website continued to be produced and distributed, providing 6th through 12th grade students a roadmap to be eligible for entrance to the CSU.

The website and collateral material include information on the admissions process, financial aid, CSU’s Early Assessment Program, and course and grade requirements. Posters come in two sizes, a wall-sized 10 x 25-inch version and a smaller 8.5 x 11-inch fold-out, and are available in seven different languages: English, Spanish, Chinese, Korean, Tagalog, Vietnamese and Native American Luiseno.

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, video testimonials, 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 Super Saturday College Fair, Super Sunday church outreach, and high school and community college 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.

This year, the Communications Department concluded an assessment and analysis of the “How to Get to College” Program. Results were shared with several stakeholders and discussions led to multiple program improvements directly impacting the data collection, ordering process, fulfillment, content and outreach efforts.

Improvements to the external solicitor ordering page such as eliminating open fields, adding drop down menus, clarifying instructions and ensuring external solicitors had direct access to us with immediate responses to their questions improved our data collection and eliminated errors. An internal ordering page was also created exclusively for CSU campus outreach teams and CSU staff to improve data collection and accuracy for poster and handout orders previously not captured through the online ordering system. This improvement now allows us to better meet the needs of our campus community. The quantity limit of 100 posters per order was also increased to a maximum of 999 posters for external solicitors and 9,999 for internal staff. This not only eliminates multiple orders from a single customer, it also gets materials into the hands of those who need them faster.

Additionally, over the course of the year, the content for the posters, handouts and the website was updated based on the CSU’s Early Assessment Program and the changes made to the California Assessment of Student Performance and Progress (CAASPP) testing allowing us to provide relevant and timely content to our multiple audiences.

The “How to Get to College” Program expanded its outreach by reviving the *College Dreams* student blog. The Communications team recruited five student bloggers from CSU campuses including San Diego, East Bay and Long Beach, to write posts about their college experiences and provide advice on topics such as study tips, career and major exploration, campus research, school activities and more. Through this outreach effort, along with the program improvements, the “How to Get to College” Program has reached a larger audience.

### **July 2014 through June 2015**

Website Traffic and External Solicitor Orders

**Total States Reached: 34**

**Total Website Visits: 46,436**

**Website Traffic from <http://www.gotocsu.com>:**

- a. Page views: 4,489
- b. Unique page views: 3,738

**Website Traffic from <http://www.gotocalstate.com> (url on wristband):**

- a. Page views: 772
- b. Unique page views: 659

**Total Poster Orders: 1,312**

**Total Posters/Handouts Ordered:**

- a. Posters: 93,963 (939 boxes)
- b. Handouts: 68,096 (680 boxes)

Funding source: State General and Other Funds

Total funding: \$53,000

## **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 (CCC), 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.

In 2014-2015, 10 CSU campuses participated in MESA, receiving funding totaling approximately \$1.9 million. CSU MESA programs worked with 180 schools serving approximately 8,329 students.

Funding source: State General, Federal and Other Funds

Cost per student: \$235

## **PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)**

In 2006, the CSU entered into a partnership agreement with PIQE with the goal to increase the number of students eligible to enter the CSU from underserved communities. Under this partnership program, parents enroll in an intensive nine-week education training on ways to support their children's education and preparation for college. The curriculum is designed to encourage and inspire parents to take an active role in enabling their children to stay in school, improve their academic performance, develop constructive relationships with school officials, and prepare them for post-secondary education. It is also modified to include information about the Common Core State Standards.

In 2014-2015, the 23 CSU campuses received \$25,000 each from the Chancellor's Office for a total investment of \$575,000. In a few cases, several campuses matched this amount to leverage the number of parents and schools served. Over the past academic year, through PIQE, 20 of 23 CSU campuses served parents with a nine-week intensive program at 138 schools, graduating 8,689 parents and reaching nearly 26,000 PIQE children. The remaining three campuses were unable to participate due to the distance from a PIQE office, but found other ways to encourage parent engagement.

Since 1987, PIQE has graduated more than 605,000 parents, favorably influencing more than 1.8 million children and families. Moreover, independent studies have shown a significantly higher percentage of students graduate from high school as compared to their peers; a significantly higher percentage of PIQE students enroll in a postsecondary education; PIQE students performed at a higher level on the former CA State Test (CST), as well as in math and English when compared with their peers; PIQE students have lower rates of truancy, disciplinary problems and absenteeism; and PIQE's programs significantly increase parent knowledge of the K-12 and college school systems; improving home-learning environment, and parents' relationship with their child's school.

Sources:

CA Partnership for Achieving Student Success (Cal-PASS), 2011; San Diego State University, 2004; University of California, San Diego, 2008; University of California, Santa Barbara, 2001, 2004, 2006; SDSU 2008; UCSD 2008

## **TROOPS TO COLLEGE**

The CSU has pledged to reach out to military men and women and their dependents who are on active duty and who are exiting the service to facilitate their transition to college. Campuses provide outreach to military installations and community organizations, academic guidance, priority registrations and robust campus student organizations.

Funding source: State General, Federal and Other Funds

Total students: 2,204

Total funding: \$417,525

Cost per student: \$189

## **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 Hills, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, San Bernardino, San Diego, San Luis Obispo, San Marcos, and Sonoma.

During 2014-2015, 15 campuses received Upward Bound TRIO funds to host 28 programs serving approximately 2,181 students and had a combined annual budget of \$8,563,488.

Funding source: State General, Federal and Other Funds

Cost per student: \$3,926

## **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 2014-2015, seven campuses received UBMS TRIO funds serving approximately 543 students and had a combined annual budget of \$2,462,389.

Funding source: Federal and Other Funds

Cost per student: \$4,535

## **TRANSITIONAL PROGRAMS: EOP, FOSTER YOUTH, SUMMER BRIDGE**

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

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.

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.

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 2014-2015, CSU campuses offered transitional programs and received funds totaling approximately \$6.4 million. CSU campuses served approximately 26,569 students.

Funding source: State General, Lottery, Federal and Other Funds  
Cost per student: \$243

## **OTHER OUTREACH PROGRAMS IN K-12 AND COMMUNITY COLLEGES**

In 2014-2015, CSU campuses developed, implemented, and administered over 350 outreach programs serving 928,902 students in grades K-12. In addition, CSU campuses reported the coordination of over 100 outreach programs serving approximately 94,548 community college students. These programs were tailored to meet specific regional needs and included such activities as tutoring, mentoring, field trips, information, and motivation activities. Campuses served over 1 million students with these regional efforts. Funds that support these campus-based programs are provided from diverse sources: community organizations, federal government, state General Funds and lottery funds and totaled \$20.2 million.

Funding source: State General, Lottery, Federal and Private Funds  
Cost per prospective student: \$20

## SUMMARY

All systemwide campus outreach programs and partnerships serve as launching pads from which the CSU is able to create new initiatives. These programs and partnerships allow the 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.





401 Golden Shore, 6th Floor, Long Beach, CA 90802-4210  
Carolina Cardenas • (562) 951-4724 • [ccardenas@calstate.edu](mailto:ccardenas@calstate.edu)  
[www.calstate.edu](http://www.calstate.edu)