



The California State University
OFFICE OF THE CHANCELLOR

STUDENT ACADEMIC OUTREACH PROGRAMS

>> 2013-2014 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 2013-2014, 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 2013-2014, 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 2013-2014 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.

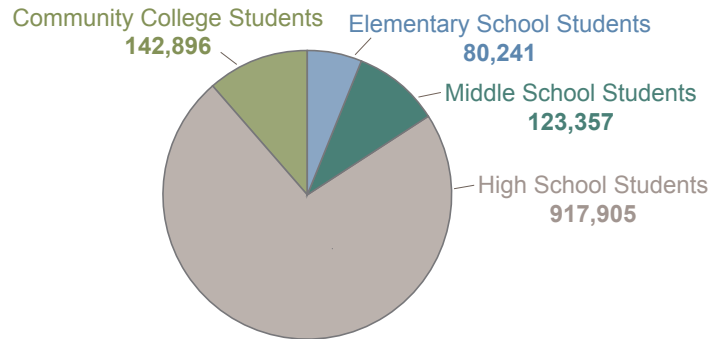
An informative "How to Get to College" poster available in English, Spanish, Chinese, Korean, Vietnamese, and Tagalog outlines the step-by-step process students and parents can begin to get ready for college as early as the eighth grade. These posters have been distributed to the state's middle and high 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) 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 or <http://www.calstate.edu/sas/outreach.shtml>.

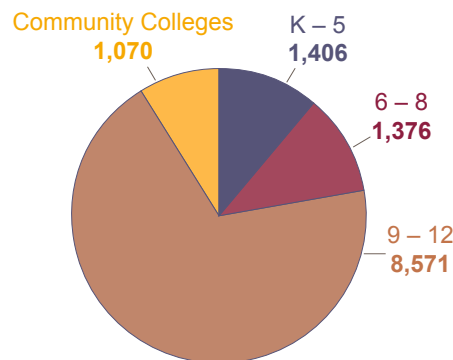
SUMMARY OF OUTREACH ACTIVITY REPORT

(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.)

K-14 Students Served: 1,264,399	
Elementary School Students	80,241
Middle School Students	123,357
High School Students	917,905
Community College Students	142,896



K-14 Institutions Served: 12,423	
K – 5	1,406
6 – 8	1,376
9 – 12	8,571
Community Colleges	1,070



Parents, Families, Community Members and Organizations: **139,500**

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

CSU Early Assessment Program (EAP) English: **332,065**

CSU Early Assessment Program (EAP) Mathematics: **209,584**

2013-2014 Funds Invested in Outreach Activities:

State General Funds: **\$13,344,958**

Lottery Funds: **\$1,361,941**

Federal Funds: **\$29,492,537**

Other: **\$9,752,975**

Total: **\$53,952,411**

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.

STUDENT ACADEMIC OUTREACH PROGRAMS SUMMARY 2013–2014

	America Reads-Counts	CAMP Outreach	CMIH	CCE	ETS (Talent Search)	GEAR UP	MESA	PIQE ¹	CSU Initiatives	Troops to College	Upward Bound ²	Transitional Programs	All Other K-12 Programs ³	All Other Community College Programs	TOTAL
Schools Served ⁴															
K-5	38	2	60	610	0	0	3	41		0	0	3	649	0	1,406
6-8	66	59	169	127	56	0	94	19		0	5	23	724	34	1,376
9-12	40	411	90	139	102	13	87	48		13	86	2,878	4,632	32	8,571
CCC ⁵	12	21	3	17	6	0	11	0		35	0	410	114	441	1,070
Students Served ⁴															
K-5	5,323	204	241	30,937	0	0	70	3,201		0	0	224	40,041	0	80,241
6-8	5,781	493	4,883	9,559	1,522	0	4,389	1,394		0	156	2,276	80,869	12,035	123,357
9-12	2,219	8,124	951	10,487	9,745	7,282	3,728	4,437		50	1,847	26,825	841,217	993	917,905
CCC ⁵	53	109	257	6,759	597	0	579	0		1,689	0	7,012	13,030	112,811	142,896
Public									135,045 ⁶						

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 2013-2014

PROGRAM	GENERAL FUND	LOTTERY	FEDERAL	OTHER*
America Reads/Counts	\$68,907	\$0	\$1,013,798	\$20,000
AT&T Road to College Corps	\$0	\$0	\$0	\$108,396
California Academic Partnership Program	\$3,500,000	\$0	\$0	\$0
Community Engagement	\$1,601,664	\$10,020	\$64,489	\$248,455
College Assistance Migrant Program (CAMP)	\$0	\$0	\$1,482,769	\$145,000
College Making It Happen (CMIH)	\$8,088	\$2,637	\$2,828	\$36,306
CSU Mentor	\$1,216,609	\$0	\$0	\$0
Early Assessment Program (EAP)	\$3,500,000	\$0	\$0	\$0
Educational Talent Search (ETS)	\$4,000	\$0	\$5,032,733	\$252
GEAR UP	\$0	\$0	\$7,276,349	\$0
How to Get to College Poster	\$52,000	\$0	\$0	\$0
MESA	\$371,027	\$26,000	\$0	\$1,545,084
Parent Institute for Quality Education (PIQE)	\$575,000	\$0	\$0	\$0
Summer Algebra Institute	\$330,000	\$0	\$0	\$0
Super Saturday/Sundays	\$200,000	\$0	\$0	\$0
Troops to College	\$326,566	\$20,038	\$11,825	\$41,125
Upward Bound	\$15,500	\$0	\$9,092,400	\$120,661
Upward Bound Math/ Science	\$0	\$0	\$2,362,415	\$0
Transitional Programs	\$4,771,965	\$275,919	\$235,000	\$580,888
All Other K-12 Programs	\$4,875,906	\$839,717	\$7,642,307	\$6,840,562
Other Community College Programs	\$922,332	\$185,610	\$1,823,685	\$71,742
SUB-TOTAL	\$22,339,564	\$1,359,941	\$36,040,598	\$9,758,471
TOTAL	\$69,498,574			

*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 2013-2014, 11 CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$1.1 million. CSU America Reads/Counts programs worked with 156 schools and served 13,376 students.

Funding source: General, Federal and Other Funds
Cost per student: \$82

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 2013-2014, the participating CSU campuses continued offering the College Transition Program for CSU College Corps students who graduated in spring 2012 and 2013 and attended a post-secondary institution in fall 2013. The purpose of the program was to better prepare students to be successful in college by providing 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 (2008-2014). Scholarship Funding for the 2013-2014 year totaled \$108,396.

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 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 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.

Specific ongoing projects for 2014-2015 include:

College Going Culture Initiative

The purpose of CAPP creating a College Going Culture 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 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

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

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 (CCE)

The 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 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 2013-2014 academic year, the CSU provided opportunities for more than 61,000 students to participate in service learning with nearly 4,500 community sites. Additionally, the CSU has increased its STEM (science, technology, engineering and math) service-learning courses by more than 86 percent since 2010. The CSU was the first higher education system in the country to establish a system office supporting service learning and community engagement.

During 2013-2014, CSU campus community engagement and service-learning programs worked with 893 schools and served 57,742 students enrolled in K-14 receiving funding totaling approximately \$1.9 million.

Funding source: Federal, Lottery, General and Other

Cost per student: \$33

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 2013-2014, five CSU campuses participated in CAMP, receiving funding totaling approximately \$1.6 million. CSU CAMP programs worked with 493 schools serving more than 8,930 students.

Funding source: Federal and Other Funds

Cost per student: \$179

COLLEGE MAKING IT HAPPEN (CMIH)

In 2013-2014, eight CSU campuses participated in the College Making It Happen (CMIH) program receiving funding totaling to approximately \$49,959. Campuses sponsoring the CMIH program worked with 322 schools and 6,332 students.

Funding source: General Funds, Lottery Funds and Other Funds

Cost per student: \$8

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 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 careers in the hospitality industry.

The seventh annual Super Saturday college fair was held on August 17, 2013 and nearly 3,000 parents, prospective students and teachers attended the fair. Over 1,000 “How to Get to College” posters (outlining the A-G Requirements) and 300 CSU mentor cards (how to enroll in 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 the McDonald’s Restaurants of Southern California. McDonald’s also provided free snacks for the people they transported, for the Super Saturday volunteers and free smoothie samples for people visiting their booth. Promotion of the bus transportation in the targeted areas as well as outreach to targeted community organizations was accomplished through print and social media.

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 2014, the CSU’s ninth annual Super Sunday reached over 100,000 people at 113 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. Over 50,000 “How to Get to College” posters (outlining the A-G Requirements) and 40,000 CSU mentor cards (how to enroll in 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 2014, Chancellor White presented the CSU Super Sunday message in African American churches throughout California.

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 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. The majority (87 percent) of student participants are African American and almost 50 percent are male. The Summer Algebra Institute is 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 Institute 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

2013 Feria de Educación: Es El Momento with Univision

On October 5, 2013, Univision, in partnership with the CSU, held its fifth annual Feria de Educación: Es el Momento education fair at CSU Dominguez Hills. The fair attracted 25,000 participants, primarily Spanish speaking parents, interested in learning about a typical education journey from pre-kinder to university level. The event’s name states in Spanish, “The Time is Now.”

On August 24, 2013, Sacramento State held its first annual Feria de Educación: Es el Momento event attracting 6,500 participants, primarily Spanish speaking families, who received information about the application and admission and financial aid process. Over two dozen public and private universities and community colleges exhibited for a college fair.

Each year, the CSU teams up with Univision Inc., and more than 70 other higher education institutions, K-12 educators and community organizations to carry-out Feria de Educación: Es el Momento, as the largest education fair in the western United States. During the fair, parents engage in workshops, reading rooms, visualization rooms, and a college fair with hundreds of volunteers wearing college branded t-shirts proudly display logos of CSU campuses, community colleges, and other colleges.

Throughout the education fair, the importance of parental involvement in their 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. Over 2,500 “How to Get to College” posters (outlining the A-G Requirements) and 700 CSU mentor cards (information about the admission process) 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 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 Feria de Educación: 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 began hosting several college fairs for AAPI families name “Journey to Success.” The events, held at CSU campuses, provide local middle and 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 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 2013-2014, the CSU hosted the following events under the AAPI Initiative:

- Journey to Success at CSU Sacramento held on August 6, 2013
- AAPI Ambassadors Retreat at Cal Poly Pomona on November 15, 2013
- Journey to Success at Cal Poly Pomona on February 15, 2014
- AAPI Student Leadership Retreat at CSU Fullerton on April 26, 2014
- AAPI Ambassador Program, Sacramento State

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 27, 2013. 100 “How to Get to College” posters (outlining the A-G Requirements) and 45 CSU mentor cards (information about the admission process) were distributed.

- Educational exhibitor at the California Conference on American Indian Education in Santa Rosa on March 16-18, 2014. 175 “How to Get to College” posters (outlining the A-G Requirements) and 50 CSU mentor cards (information about the admission process) were distributed.
- Sponsored CSU Dominguez Hills Pow-Wow program on April 19-20, 2014.
- CSU Office of the Chancellor conducted an assessment of the CSU campuses in June 2014 to gather information on services, program, funding sources, and grant programs that may be available to Federally Recognized Tribes and to build a directory of services.

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, 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 for the student to take to make certain that all CSU curriculum entrance requirements are satisfied prior to high school graduation. With 24-hour, seven days per week access 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 2013-2014 was \$1,108,609. This year, more than 432,102 students established new accounts. A total of 1,102,529 applications were submitted via the CSUMentor system from October 1, 2013 to September 30, 2014.

See page 18 for the CSUMentor Activity Summary.

CSUMentor Activity Summary

Visits and Views	2013*	2014**	Change
Total Visits ^a	8,287,678	7,060,010	-14.81%
Total Page Views ^b	148,166,532	147,049,399	-0.75%
Average Visits Per Day	22,705	19,342	3363.47 less
Average Page Views Per Day	405,935	402,875	3060.64 less
Average Page Views Per Visit	17.87	20.82	2.95 more

*2013 usage data from 10/01/2012 - 09/30/2013

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

^a Number of times the home page was viewed

^b 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 CSU developed the EAP to provide students, their families, and high schools the opportunity to assess 11th grade student readiness for college-level English and mathematics.

The EAP consists of questions from the 11th 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 2014 administration was the eleventh year that the EAP was available to all students enrolled in 11th grade who were eligible to take the 11th grade CSTs in English and Algebra II or Summative High School Mathematics.

All 11th 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 11th grade students, the response to the EAP has been overwhelming.

The 2014 EAP administration is last time EAP will be assessed using the state's CSTs in English and mathematics. Beginning with the spring 2015 test administration, the CSU will accept the achievement standards set by the CDE on the new Smarter Balanced assessments in English and mathematics. The transition to the new assessments will continue to provide students an early signal of their college readiness in which they can make decisions about what courses to take in their senior year.

English EAP Results: Spring 2014

Nearly 332,065 high school juniors have received an “early signal” of their readiness for college English. Of the 332,065 students, 25 percent were assessed as college-ready and an additional 15 percent earned an English Conditional status.

Math EAP Results: Spring 2014

Approximately 209,584 opted to complete the CSU’s voluntary EAP. Of these students 10 percent were judged to be ready for college-level work in mathematics and an additional 41 percent earned a Math Conditional status.

In 2013-2014, 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. 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. Over 332,065 juniors voluntarily participated in EAP.

Funding source: State General Funds

Cost per student: \$12

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):

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 2013-2014, 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: \$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 2013-2014, 13 campuses hosted 16 Educational Talent Search programs serving approximately 12,112 students with combined annual budgets of \$5,032,733.

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, 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 2013-2014, the program continued to produce and distribute the “How to Get to College” posters, handouts, wristbands 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 CSU.

The program’s website and its collateral material includes information on the admissions process, financial aid, CSU’s Early Assessment Program, and course and grade requirements. The posters comes in two sizes, a wall-sized 10 x 25-inch version and a smaller 8 ½ x 11-inch fold-out, and they 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 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.

This year, the Communications Department conducted an assessment and analysis of the “How to Get to College” Program. The evaluation assessed the effectiveness of the program and its use in outreach efforts by investigating, soliciting and reporting on the scope of innovative approaches and methods that CSU Outreach Directors created using the program materials, as well as reviewing the patterns of external solicitors who have requested the materials through the website. 90 percent of Outreach Directors and 94 percent of external solicitors agreed that the materials were an effective tool to attract, inform and recruit underserved populations into the CSU system, while 85 percent of Directors and 96 percent of external solicitors said that the materials provided a successful way to learn about the CSU system for non-native or limited English speakers.

The findings serve as a baseline assessment of current methods and populations receiving the “How to Get to College” materials, in addition to laying a foundation that can support future expansions to improve the program. The feedback from both Outreach Directors and external solicitors elicited during this assessment is indicative of a successful and worthwhile program.

July 2013 through June 2014

Traffic and External Solicitor Orders

Total States Reached: 34

Total Website Visits: 19,784

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

- a. Visits: 1,375
- b. Page views: 1,689
- c. Unique page views from poster: 1,417

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

- a. Visits: 776
- b. Page views: 916
- c. Unique page views: 785

Total Poster Orders: 1,057

Total Posters/Handouts Ordered:

- a. Posters: 68,108 (682 boxes)
- b. Handouts: 53,175 (532 boxes)

Funding source: State General Funds, Other Funds

Total funding: \$52,000

**Note: The inventory of silicon wristbands was depleted in the first quarter of the fiscal year.*

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 2013-2014, eight CSU campuses participated in MESA, receiving funding totaling approximately \$1.9 million. CSU MESA programs worked with 195 schools serving 8,766 students.

Funding source: State General and Other Funds

Cost per student: \$175

PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)

In 2013-2014, the 23 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 115 schools, graduating 6,526 parents and touching over 19,000 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.

In recognition of the growing need in the STEM fields, PIQE has developed a four-hour Science, Technology, Engineering, and Mathematics (STEM) intensive course offered on Saturdays. This pilot project was offered to 80 parents, where parents learned about the importance of STEM. The pre- and post-program evaluation showed favorable results, and generated an interest for a pathway for high school graduation, college readiness, and careers in STEM. The STEM curriculum was funded by the Eva Longoria Foundation and Los Angeles County Supervisor Gloria Molina's Office.

Eight years ago, 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 program 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 healthy relationships with school officials, and prepare them for post-secondary education. Upon successful completion of this nine-week, 14-hour course, parents are awarded a certificate of completion, and a CSU invitation to apply to CSU schools; some campuses issue an student identification card as a means to promote a college ready culture.

Since 1987, PIQE has graduated 600,000 parents, favorably influencing over 1.2 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 perform at a higher level on the 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: General Funds, Federal, Other

Total students: 1,739

Total funding: \$399,554

Cost per student: \$229

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 2013-2014, 15 campuses received Upward Bound TRIO funds to host 28 programs serving approximately 2,093 students and had a combined annual budget of \$9,892,828.

Funding source: Federal, Other Funds

Cost per student: \$4,727

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 2013-2014, seven campuses received UBMS TRIO funds serving approximately 543 students and had a combined annual budget of \$2,362,415.

Funding source: Federal

Cost per student: \$4,350

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 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 2013-2014, CSU campuses offered transitional programs and received funds totaling approximately \$5.8 million. CSU campuses served approximately 36,337 students.

Funding source: State General, Federal, Lottery and Other Funds

Cost per student: \$159

OTHER OUTREACH PROGRAMS IN K-12 AND COMMUNITY COLLEGES

In 2013-2014, CSU campuses developed, implemented, and administered over 300 outreach programs serving 975,157 students in grades K-12. In addition, CSU campuses reported the coordination of over 200 outreach programs serving approximately 125,839 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 1.1 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 \$23.2 million.

Funding source: State General, Federal, Private and Lottery

Cost per prospective student: \$21

SUMMARY

All systemwide, 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.



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