

Student Academic Outreach Programs

2007-2008 Annual Report



Table of Contents

Introduction	1
Executive Summary	3
Student Academic Outreach Activity Summary Report	4
CSU Outreach Funding Source Summary	7
America Reads/Counts	8
California Academic Partnership Program (CAPP)	8
College Assistance Migrant Program (CAMP)	11
College Making It Happen (CMIH)	11
Community Service Learning (CSL)	12
CSUMentor	12
Early Assessment Program (EAP)	13
Educational Opportunity Center (EOC)	15
Educational Opportunity Program (EOP) Outreach	16
Educational Talent Search (ETS)	16
Foster Youth	17
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	18
<i>How to Get to College</i> Poster	21
Kids To College	21
Math, Engineering, and Science Achievement (MESA)	22
Parent Institute for Quality Education (PIQE)	22
Summer Bridge Program	23
Super Saturday	24
Super Sundays	24
Troops to College	25
Upward Bound	25
Upward Bound Math and Science	26
Other Outreach Programs in K-12 and Community Colleges	26
K-12 Outreach Programs	
Bridge Building Partnership	27
Build Youth Business Plan Competition	27
Cal Poly Partner Program	27
Compact for Success	27
Connect Motivate Educate	27
Early Titan Outreach Program	27
Mathematics Intensive Summer Session	28
Migrant Education Academy	28
Military College Fairs and Events	28
Pathway to College	28
Recruitment in Science Education (R.I.S.E.)	28
Community College Outreach Programs	29
Summary	31

INTRODUCTION

The California State University is the largest four-year university system in the country, with 23 campuses, almost 450,000 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 about 2 million degrees. During college year 2007-2008, over 89,000 CSU degrees were awarded.

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, 52 percent of its bachelor's degrees in agricultural business and agricultural engineering, and 45 percent of its bachelor's degrees in computer and electronic engineering. The CSU also educates the professionals needed to keep the state running. It provides bachelor's degrees to teachers and education staff (87 percent), criminal justice workers (89 percent), social workers (87 percent) and public administrators (82 percent). 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 2007-08, the CSU's systemwide fee for full-time undergraduate students was \$2,772. With individual campus fees added in, the CSU's total fees averaged \$3,476, which is the lowest among any of the CSU's comparison public institutions nationwide. Half of the students who attend CSU receive financial aid, and almost 40 percent of CSU undergraduates receive enough financial aid to cover all mandatory fees.

The California State University – Its Students

CSU students are not necessarily the traditional 18- to 22-year-olds. A recent survey of CSU students revealed the following about students enrolled at the CSU:

- The average undergraduate age is 24,
- About 85 percent do not live on campus,
- 39 percent are independent from their parents,
- Nearly one quarter have dependents,
- Three out of four have jobs, and 18 percent work more than 30 hours per week,
- Nearly thirty five percent are the first generation in their family to attend college,
- 40 percent come from households where English is not the main language spoken, and
- 56 percent of CSU students are students of color.

The CSU prides itself on its ability to provide college access to students across California's increasingly diverse population. The CSU provides more than half of all undergraduate degrees granted to the state's Latino, African American, and Native American students.

In the pages that follow, specific activities and initiatives related to academic preparation and outreach (recruitment) are detailed. Clearly, the California State University continues to put forth resources and actions in support of its goals with regard to access and diversity. The university's efforts in the realms of student success, accountability and public/private partnerships have been accorded special emphasis.

Student Success

In 2003, the CSU Board of Trustees adopted a three-part initiative designed to improve student services for undergraduates. In addition to the Early Assessment Program (EAP) (detailed in the following pages), Trustees adopted a systemwide initiative to help students graduate, as well as set out a clear path for lower division transfer students from community colleges. These initiatives have remained a priority for the CSU particularly as many of its freshmen are from traditionally underrepresented communities. Many CSU freshmen are also the first in their family to attend college. CSU has made the success of these students a systemwide priority with the overall goal of increasing students' graduation rates and reducing the time taken to graduate.

These initiatives include programs dedicated to enhancing undergraduate success toward a degree with augmented undergraduate degree advising, student learning centers, tutoring and study skills programs, as well as additional resources to work directly with community colleges on transferring students.

In addition, the CSU Trustees also consider student access to college as a key component under the theme of student success. This includes seeking resources for software and support to provide disabled students with information and learning via information technology; enhanced captioning services for the hearing-impaired; and additional resources for Educational Opportunity Programs (EOP) for families with un-met financial needs and enhanced visibility of the CSU's Early Assessment Program. In addition, the CSU is seeking to further its online deployment of degree programs, as well as establish a formalized program for CSU students to be trained as academic advisors and ambassadors to middle and high school students with the goal of increasing eligibility of underrepresented students.

Accountability

One of the defining characteristics of the CSU as a public institution is its commitment to accountability and self-assessment. As the institution of higher learning that prepares more than 60 percent of the state's teachers, the CSU conducts a comprehensive teacher evaluation each year that assesses, with input from principals and administrators, the performance of CSU credentialed teachers in the classroom. The CSU's Early Assessment Program, which tests 11th graders ability to perform college level math and English, was created by the CSU not only to help provide students with an "early signal" about their preparation for college, but also to help decrease the need for remediation of students arriving at CSU campuses. Each year, the CSU publicly reports the results of both the EAP, as well as progress toward student proficiency in these subjects.

In addition, the university has taken the lead on a national level in terms of self-assessment and the reporting of its effectiveness in areas including graduation rates, enrollment of students from underrepresented communities, assisting with college eligibility, costs to attend, as well as its role in preparing students for the workforce.

Public/Private Partnerships

Public-private partnerships are vital for higher education. In today's economy, higher education is more important than ever. According to the Census Bureau, a college graduate's lifetime earnings (\$2.1 million) are almost double that of a high school graduate. But a higher degree is more than just a ticket to a better job. It can improve the economic situation of both individuals and their communities. That is why it is in everyone's interest – communities, businesses, and educators – to help students succeed in school and pursue the highest degree they can. The future success of the country's economy is inextricably linked with the educational attainment of its students.

Given this conviction, the CSU recently sought to measure its impact, economic and otherwise, on California's businesses and communities. A comprehensive study of the CSU and its campuses found that CSU-related expenditures create \$13.6 billion in economic activity, support 207,000 jobs and generate \$760 million in state taxes in a year. The report also found that the state of California reaps a four-fold benefit from every dollar it invests in the CSU. CSU's work is tightly bound to that of its local communities and economy. Essentially, CSU sees itself as building bridges – building continuity across the spectrum from education, to the economy and workforce, and to the community. This is one of many reasons why the CSU is engaged in extensive outreach programs.

A good place to start this discussion is at the very beginning of the education-workforce continuum, in the public schools. Given that the public schools are the source of nearly all CSU students, the CSU spends a great deal of time building bridges with its state's K-14 partners. Specifically, CSU has been reaching out to middle and high schools to try to help more students prepare for and get ready to succeed in college. In addition, CSU hosts a series of programs at the community college level.

Currently, approximately two-thirds of California's K-14 students are students of color. CSU believes the future of higher education, as well as the state and nation, depends on its ability to reach those students of color and students from traditionally underrepresented groups that have not yet been reached. CSU's systemwide and campus outreach programs are designed to reach all students in the communities in which they live.

Executive Summary

California State University (CSU) outreach and student academic preparation programs provide information and academic support to California's diverse population of elementary, middle, secondary and post-secondary students. Student academic outreach programs target students who are disadvantaged educationally and economically, who are enrolled in public schools that have low college-going rates, and who need assistance in strengthening basic skills in math and English. These programs provide academic support services that raise the aspirations and improve the academic performance of students, advise students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus, and provide retention services to students after they enroll in 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 2007-2008 Annual Report*.

Charles Miller, chairman of the Secretary of Education's Commission on the Future of Higher Education (known as the Spellings Commission) delivered the final version of the panel's report to Secretary Margaret Spellings in September 2006. The report, *A Test of Leadership: Charting the Future of U.S. Higher Education*, identified the California State University as having implemented one of the best national models of how higher education and K-14 can collaborate to help expand access to underserved students and how to help students to prepare academically for the rigors of college. The Secretary of Education's Commission report describes how the California State University collaborated successfully with California's partners to develop and implement the statewide assessment and outreach programs:

One of the best national models of how higher-education and K-12 officials can collaborate to help students is the Early Assessment Program (EAP) developed by Chancellor Charles Reed and administrators at the California State University (CSU) system in partnership with the California Department of Education and the State Board of Education. This statewide assessment is designed to test students' proficiency in mathematics and English and to reduce the likelihood that students will have to take remedial classes once they enter college. The award-winning program embeds a voluntary

college-placement exam in the state testing program required of all 11th-grade students, using the CSU's admissions placement standards in math and English. The "early" component of the program—testing in the 11th grade, rather than the 12th—provides students an opportunity to make gains in areas of weakness during their senior year.

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. For the 56 percent of CSU's 450,000 students who are racial or ethnic minorities, initiatives such as visits by campus presidents to the largest African-American churches in Los Angeles and San Francisco Bay areas, as well as partnerships with Latina mothers of elementary school children show the university system's commitment to bringing underrepresented populations into higher education. An informative "How to Get to College" poster available in English, Spanish, Vietnamese, Korean, and Chinese outlines step-by-step advice on how students and parents can begin getting ready for college as early as the sixth 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. Finally, the system has a dedicated Web site (<http://www.csumentor.edu>) to help students and families navigate the college admission and financial aid application processes. (*A Test of Leadership: Charting the Future of U.S. Higher Education*, The Secretary of Education's Commission on the Future of Higher Education, September 2006, page 17)

Summary of Student Academic Outreach Program Activity Report 2007-2008

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

K-14 Students Served: 821,094

- Elementary school students: 54,260
- Middle school students: 99,513
- High school students: 571,817
- Community College: 95,504

K-14 Institutions Served: 9,248

- K – 5: 999
- 6 – 8: 947
- 9 – 12: 6,568
- Community College: 734

Parents, Families, Community Members, and Organizations:

- 37,706
Super Sunday/Saturday Events as well as PIQE.

Early Assessment Program (EAP) Administered in California high schools:

- CSU Early Assessment Program (EAP) English: 352,943
- CSU Early Assessment Program (EAP) Mathematics: 147,885

Total Funds Spent:

State General Funds:	\$18,691,022
Lottery Funds:	\$1,540,702
Federal Funds:	\$24,092,038
Other:	\$10,423,810
Total	\$54,747,572

A statistical summary by program is provided on page 7 followed by a description of each CSU student academic outreach program. In addition to these programs, campuses have developed and implemented additional outreach, retention, and student academic outreach programs that meet the special needs of the students in their regions.

Questions about this report may be directed to Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802-4210. Mr. Jones can also be reached at (562) 951-4744 or ajones@calstate.edu.

CSU Funding Source Summary

PROGRAM	GENERAL FUNDS	LOTTERY	FEDERAL	OTHER
America Reads/Counts	\$78,214		\$887,218	\$45,063
California Academic Partnership Program (CAPP)	\$3,500,000			
College Assistance Migrant Program (CAMP)			\$1,562,248	\$30,875
College Making It Happen (CMIH)	\$24,350	\$12,000		\$13,971
Community Service Learning	\$391,735	\$76,419	\$55,813	\$371,413
CSU Mentor	\$1,014,531			
Early Assessment Program (EAP)	\$2,300,000			\$53,985
EOP Outreach	\$1,210,402		\$3,918	\$13,000
Educational Talent Search (ETS)	\$293,039		\$4,880,625	
Foster Youth	\$121,628			\$279,990
GEAR UP	\$150,339		\$3,647,676	\$22,520
“How to Get To College” Poster				\$75,000
Kids to College				\$65,000
MESA	\$207,942			\$1,444,349
Parent Institute for Quality Education	\$575,000			\$234,460
Summer Bridge	\$2,559,791	\$130,060	\$51,615	\$245,406
Super Sundays	\$19,725			
Upward Bound	\$64,503		\$8,811,849	\$64,616
Troops to College	\$69,386	\$53,502		\$4,000
All Other K-12 Programs	\$5,170,628	\$1,024,194	\$3,948,780	\$7,450,176
Other Community College Programs	\$939,809	\$244,527	\$242,296	\$9,986
TOTAL	\$18,691,022	\$1,540,702	\$24,092,038	\$10,423,810
GRAND TOTAL	\$54,747,572			

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 & 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 2007-08, twelve CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$1 million. CSU America Reads/Counts programs worked with 227 schools and served 8,840 students.

Funding Source: General, Federal and Other Funds
Cost per student: \$113

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 between 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 Trustees of the California Community Colleges, and the Superintendent of Public Instruction. CAPP awards grants to partnerships between K-12, community colleges, CSU, UC, independent colleges, and business and community interests. 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 college. While CAPP helps schools by awarding grants and providing direct assistance, its most important purpose is to inform educators and policymakers about what they learn from their grantees. CAPP is also the primary source of support for the statewide Mathematics Diagnostic Testing Project (MDTP), which provides diagnostic tests (aligned with state standards) to enable high school teachers to assess individual student need for further work in specific math skills areas.

CAPP annually works with 20 to 30 high schools and associated middle schools with academic performance below the state average, with low college going rates, and with high percentages of students from groups underrepresented in California higher education. CAPP focuses on developing, identifying, and evaluating practices and programs that have demonstrated success and disseminating this information statewide. To this end, all CAPP projects are required to spend resources on data collection and evaluation. In addition, CAPP contracts with external evaluators to assess annually the progress of its projects.

CAPP receives annual funding totaling \$3.5 million. Approximately \$1 million supports the Mathematics Diagnostic Testing Project activities and the remainder supports CAPP's annual work with 20 to 30 high schools and their feeder middle schools. Since 1984 CAPP has funded more than 100 inter-segmental

projects involving hundreds of faculty and K-12 teachers and thousands of high school students. In addition to making academic improvement grants to high schools, CAPP is supporting the Mathematics Diagnostic Testing Project and the Alliance of Regional Collaboratives to Heighten Educational Success (ARCHES). Descriptions and data on CAPP's major projects are described below.

CAPP Expository Literacy Grant Program

In 2005-06, CAPP awarded grants to eight high schools for a three-year period to improve the readiness of diverse high school graduates for the academic literacy required by bachelor's-level college/university coursework. This program is built on the coursework and assessments made available by CSU's Early Assessment Program. All 11th and 12th grade English teachers at the participating school are required to participate in the program. CAPP hopes to demonstrate that this departmental inclusion strategy is the most effective way to improve curriculum and student achievement in lower performing high schools. CAPP expects these schools to achieve the following outcomes:

- 1) Improve all 11th and 12th grade students' expository reading and writing skills,
- 2) Improve teachers' abilities to teach critical reading and expository writing, and
- 3) Develop practical and effective expository reading and writing units/sequences that are aligned with both postsecondary expectations and the California English Language Arts Standards.

RESULTS:

- Between the program's second and third year, the total number of 11th graders at these six lower performing schools who are ready for college English as measured by the California Standards Test/Early Assessment Program increased from 138 (5.6%) to 208 (8%).
- The gain from 5.6% to 8% may seem modest, however, it reflects 70 additional students over the 138 who were college ready in 2007 and is achieved by high schools teaching students who need significantly more academic support to succeed.
- This 2.4% gain between 2007 and 2008 exceeds the statewide average gain of 1% (from 16% to 17%).
- An average of 89% of the 11th graders in these six schools took the test compared to the statewide average of 76%.

Mathematics Diagnostic Testing Project (MDTP)

MDTP is an inter-segmental educational project in California that develops, distributes, scores, and reports to teachers the results of diagnostic tests that measure student readiness for mathematics courses from pre-algebra to calculus. MDTP's primary goal is to help California's teachers prepare students for success in further study of mathematics by identifying strengths and weaknesses in their students' conceptual understanding and procedural skills.

Funding from the California Academic Partnership Program (CAPP) is \$1 million annually and provides MDTP materials and services without cost to California's middle schools and high schools. In addition, CSU and UC each provide \$60,000 annually to support the MDTP faculty work group, which writes the exams and oversees the program.

CAPP supports the use of MDTP tests because teachers report the tests are a valuable classroom tool that allows them to work more effectively with individual students and also adjust instruction to meet the needs of the entire class.

The project enhances opportunities for California students to learn mathematics by providing them and their teachers with immediate feedback on how well students have mastered the material and what they need to know in order to continue their study of mathematics.

Statewide, in 2007-08 approximately 8,910 middle and high school teachers in 1,970 schools from 455 districts requested scoring for over 674,446 tests. Of the ten exams available, Algebra Readiness is the most popular. It is noteworthy that low performing schools and high performing schools use MDTP exams at a higher rate than schools performing in the 30th to 70th percentile range.

California High School Exit Exam Project (CAHSEE)

Working with our external evaluator, WestEd, CAPP is completing the final evaluation and policy report on grants to ten low performing high schools to help: (1) increase the pass rate of first time takers of the high school exit exam, (2) help those who do not pass the first time to succeed before graduation, and (3) ensure those who succeed on the test as sophomores complete the a-g college preparatory course sequence. CAPP created this project because in low performing high schools, the CAHSEE is an early indicator of student progress toward becoming college ready.

Over the six-year period of this grant, each of the nine schools received \$400,000 and spent these funds supporting work by teachers to create a more rigorous and consistent standards-based curriculum, including use of common assessments and grading practices. Resources were also spent on student support services such as after school homework centers and acceleration courses for lower performing students.

CAPP's primary objective is to identify and disseminate specific practices and activities that these schools have used to improve student academic performance. To this end, CAPP worked with these schools to identify their activities and analyze their data such as number and percent of students taking the SAT and scoring above 1000, a-g completion rate by ethnicity, enrollment rate in Algebra I, Geometry and Algebra II, as well as performance of their students on CSU's EPT and ELM placement exams. Having identified successful practices, CAPP then uses conferences and publication to disseminate this information. CAPP's joint publication with WestEd, *Inside High School Reform*, describes the lessons learned from working with these and other schools and is a recent example of CAPP's dissemination strategy. CAPP also released a report, *California High School Exit Exam: Lessons Learned from Ten High Schools*. (Both of these are available through CAPP's website; www.calstate.edu/capp) As a group, the CAPP schools performed well on the CAHSEE, making better progress than comparable schools and the state as a whole. CAPP concludes that low-performing schools, with additional resources and a clear focus can make better than average measurable progress in increasing students' academic performance.

Long Beach P-16 Partnership Conference and the Alliance for Regional Collaboratives to Heighten Educational Success (ARCHES)

CAPP has been a major partner supporting the annual P-16 Partnership and Student Success Conference held at CSULB for the last 10 year. The conference brings together 400 to 600 teachers, faculty and administrators from all the educational segments to share collaborative work that has impacted student academic performance and preparation for college. Out of this conference and an evaluation study funded by CAPP, (*Raising Student Achievement Through Effective Education Partnerships*), there developed a broad cohort of educators and business people who supported the creation of ARCHES, a statewide

voluntary organization to connect the many successful regional collaboratives that are working to increase student access and success in college. CAPP committed \$250,000 in 2007-08 to help support 15 grants to create new regional collaboration focused on improving student achievement and college readiness.

Developing Courageous and Creative High School Leadership

In 2006-07 CAPP issued an RFP which focused on improving academic leadership in high schools. This means developing the academic leadership capacity among administrators and teachers at the school to transform a struggling school into a successful school. Eleven lower performing high schools were selected to represent California's geographic and cultural diversity. Under this program each high school principal receives coaching from a successful school administrator, an annual grant of \$50,000 to support leadership development at the school, and becomes part of a support team made up of the eleven high school principals, their coaches and CAPP staff. This program will be evaluated over a five-year time period. Baseline data such as CST scores, a-g completion rates, Early Assessment Program passage rates, as well as leadership assessment surveys were collected in 2007-08.

CAPP 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 fewer than 500 students participating in the CAPP Expository Literacy project.

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 an 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 2007-08, six CSU campuses participated in CAMP, receiving funding totaling approximately \$1.6 million. CSU CAMP programs worked with 326 schools serving over 12,124 students.

Funding Source: Federal Funds, other

Cost per student: \$131

College Making It Happen (CMIH)

In 2007-08, six CSU campuses participated in College Making It Happen program receiving funding totaling to approximately \$50,000. Campuses sponsoring CMIH program worked with 137 schools and 8398 students.

Funding Source: General Funds, Lottery Funds and Other Funds

Cost per student: \$6

Community Service Learning (CSL)

The 23 campuses of the California State University are committed to ensuring that all CSU students have the chance to participate in service prior to graduation. Many CSU students have shown a strong commitment to mentor K-12 and community college students. According to a recent survey, approximately half (46.6 percent) of CSU students said they performed community service or service learning at an average of 6.4 hours per week, totaling 32 million hours of service annually. Through service-learning courses, student clubs, and grant-funded programs, CSU students are playing an important role in preparing and mentoring pre-college students. As a result of the diverse number of efforts, the CSU is illustrating its public purpose in meeting the educational needs of local communities.

During 2007-08, CSU campus community engagement and service-learning programs worked with 598 schools and served 36,310 students enrolled in K-14 receiving funding totaling approximately \$900,000.

Funding Source: State General Funds, lottery, other
Cost per student: \$25

CSUMentor

In November 1996, CSU began to provide outreach, preadmission, 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 home page of CSUMentor provides access to several components or “modules” for students and their families, counselors, or anyone interested in learning more about CSU outreach, admission, and financial aid opportunities.

One exciting 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 CSUMentor High School Student 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.

By providing 24-hour access, seven days per week on CSUMentor, students and families can plan a course of study at a time convenient to their household schedule. High school counselors can advise students more effectively when students have accessed CSU information through CSUMentor.

The data that students enter in their CSUMentor.edu High School Planners will be 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 campus selected by the student.

The CSU contracts with XAP Corporation to maintain CSUMentor. The annual cost is \$1,044,967. This year, over 442,817 students established new accounts. A total of 710,773 applicants used the online application to apply to the CSU. As measured by the Activity Summary below, usage of CSUMentor.edu has increased yet again.

CSUMentor
Activity Summary

	2007*	2008**	Percent Change
Total Sessions	5,663,015	5,734,110	+1.2%
Total Page views	163,846,767	178,191,515	+8.8%
Total Hits	1,307,287,665	1,339,339,017	+2.4%
Average Sessions Per Day	15,472	15,884	+2.6%
Average Page View Per Day	447,668	493,605	+10.2%
Average Hits Per Day	3,571,824	3,710,080	+3.9%
Average Page views Per Session	29	31	+7.0%
Average Hits Per session	230	233	+1.3%
Average Length of Session	14.22 minutes	14.26 minutes	

*2007 usage data from 11/7/06 – 11/7/07

**2008 usage data from 11/7/07 – 11/1/08

Session: A series of hits to the site.

Page view: A request to the web server by a visitor’s browser for any web page. This excludes images, JavaScript, and other generally embedded file types.

Hit: Any successful request to a web server from a visitor’s browser.

Funding Source: Priority Funds

Cost per student: Accounts: \$2.36 per user account created (1,044,967/442,817)

Applicants: \$1.47 per applicant (1,044,967/710,773)

Hits: \$0.078 per hit (1,044,967/1,339,339,017)

Early Assessment Program (EAP)

In collaboration with the California Department of Education (CDE) and the State Board of Education (SBE), the California State University (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, i.e., skills that students who choose either to enter college or the workforce directly out of high school will need to be successful. 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 fifteen additional multiple-choice questions and a written essay. The spring 2008 administration was the fifth 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 the CSTs in Algebra II and Summative High School Mathematics.

As noted in the Executive Summary of this 2007-2008 Year-End Report, the Spellings Commission report (September 2006), *A Test of Leadership: Charting the Future of U.S. Higher Education*, identified the California State University as having implemented one of the best national models of how higher education and K-12 can collaborate to help students to prepare academically for the rigors of college. The Secretary of Education’s Commission report describes how the California State University collaborated successfully with California’s partners to develop and implement the statewide EAP program:

One of the best national models of how higher-education and K–12 officials can collaborate to help students is the Early Assessment Program (EAP) developed by Chancellor Charles Reed and administrators at the California State University (CSU) system in partnership with the California Department of Education and the State Board of Education. This statewide assessment is designed to test students' proficiency in mathematics and English and to reduce the likelihood that students will have to take remedial classes once they enter college. The award-winning program embeds a voluntary college-placement exam in the state testing program required of all 11th-grade students, using the CSU's admissions placement standards in math and English. The "early" component of the program—testing in the 11th grade, rather than the 12th—provides students an opportunity to make gains in areas of weakness during their senior year.

All 11th grade students are encouraged to participate in the EAP because the EAP provides valuable information to high schools 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. As appropriate, working with high school counselors and teachers, students have the opportunity to enroll in mathematics classes in 12th grade or participate in web-based mathematics interactive tutorials. They may also enroll in English classes that include additional instruction in expository reading and writing, essential skills that high school teachers have identified as necessary for success not only in English but across the curriculum.

While the EAP questions are voluntary for 11th grade students, the response to the EAP has been overwhelming.

English EAP Results: Spring 2008

Nearly 352,943 high school juniors have received an "early signal" (79% participation rate) of their readiness for college English. This represents a significant increase from 2007 when 342,348 juniors opted to take the voluntary assessment. Of these 352,943 students, 17% were assessed as college-ready.

Math EAP Results: Spring 2008

Approximately 147,885 (70% of all high school juniors eligible to take the California Standards Test in math) opted to complete the CSU's voluntary EAP. Of these students 55% were judged to be ready for college-level work in mathematics. This represents an increase in the number of students taking the test (from 141,648 in 2007).

EAP: New Website Design

Many teachers and administrators are familiar with the reporting of STAR data on the California Department of Education's website, and the CSU is redesigning its EAP website results to follow the same format. In addition to providing information by county, district and individual school, the enhanced EAP website will provide information by subgroups on areas including English language fluency, economic status, parent education, ethnicity, gender, and disability.

The EAP not only provides an opportunity to high schools to identify students who need additional work in English and mathematics in 12th grade, but it also provides an additional benefit to students who attend any of the California State University's twenty-three campuses. Students who are determined to be college-ready on the basis of the EAP are exempt from taking the California State University's placement tests in English and mathematics and move directly into baccalaureate-level classes upon enrollment.

Students who are not college-ready at the end of 11th grade have the opportunity to strengthen their skills in 12th grade, which will help to increase their mastery of the subjects and ability to demonstrate proficiency on the California State University's English and mathematics placement tests.

Responding to requests from the California Department of Education and high schools, the California State University, working with college and high school English faculty and reading experts, developed a curriculum for a 12th grade Expository Reading and Writing Course that may be used by the high school as a full, one-year course or from which modules may be integrated into existing 12th grade English classes. The Expository Reading and Writing Course is aligned with the English-Language Arts content standards and consists of lessons based on non-fiction and fiction texts. It may fulfill the "B" requirement of the UC/CSU (a-g) college preparatory course pattern. The California State University, in collaboration with the County Offices of Education, provides professional development programs for high school English teachers for the 12th grade Expository Reading and Writing Course as well as for high school mathematics teachers.

The California State University Office of the Chancellor sent a letter jointly signed by CSU Chancellor Charles B. Reed and CDE Superintendent of Public Instruction Jack O'Connell to each district superintendent, principal, counselor, English and mathematics teacher, and 11th grade students to inform them about the importance of the EAP. The letter to students explained the advantages of participating in the EAP and what they needed to do to ensure they received an EAP score report.

In 2007-08, each CSU campus promoted the Early Assessment Program within its assigned service areas. CSU allocated \$3.9 million in academic outreach funds and \$2.4 million (total of \$6.3 million) 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.

Funding Source: State General Funds
Cost per student: \$13

Educational Opportunity Center (TRIO Program)

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

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

During 2007-08, two CSU campuses received EOC TRIO funds serving approximately 2,300 students and had a combined annual budget of \$555,184

Funding Source: Federal Funds
Cost per student: \$241

Educational Opportunity Program (EOP) Outreach

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. EOP plays a critical role in providing student access to the University. The services that EOP provides to prepare students for CSU admission include the following activities: presentations to high school students and parents; pre-admission advising appointments with prospective students and their parents; financial aid information and assistance in filling out the Free Application for Federal Student Aid (FAFSA); information on CSU admission requirements and deadlines, as well as assistance in filling out the CSU admission application; ELM and EPT information and deadlines; and EOP Orientations and referrals to other general campus services. Ninety-eight percent of the students in the EOP Programs come from families with incomes under \$30,000 (family of four), where neither parent graduated from college.

During 2007-08, CSU campus EOP outreach programs worked with 1,469 schools and served 39,953 students enrolled in K-14 receiving funding totaling approximately \$1.2 million.

Funding Source: State General Funds

Cost per student: \$30

Educational Talent Search (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 Talent Search (ETS) 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. Fourteen campuses host 17 Talent Search programs serving approximately 14,245 students with combined annual budgets of \$5,079,740. The following CSU campuses host one or two ETS programs: Bakersfield, Channel Islands, Chico, Fresno, Fullerton, Humboldt, Long Beach, Monterey Bay, Northridge, San Marcos, San Diego, San Jose, San Luis Obispo, and Sonoma.

During 2007-08, fourteen campuses received ETS TRIO funds serving approximately 14,245 students and had a combined annual budget of \$5,079,740

Funding Source: Federal

Cost per student: \$357

Foster Youth

Each year in California, over 4,000 youth “age out” of the foster care system. Through no fault of their own, foster youth are placed by the courts into state care due to abuse or neglect and spend the remaining years of their childhood in the care of extended family members, foster parents, and group homes. Studies of California’s former foster youth have shown that these young people face significant challenges in their transition to young adulthood especially in the area of educational attainment. Just fifty percent of youth who “age out” of foster care graduate with a high school diploma and only twenty percent will enter higher education and less than five percent will attain a degree.

The data reflect reports from CSU campuses engaged in various outreach activities to current foster youth. The amount of resources dedicated to outreach activities also varied. Some campuses reported their outreach efforts as it related to their admissions process specifically targeting foster youth while other campuses reported data on foster youth they encountered during regular outreach activities.

In addition, there are thirteen CSU campuses that have a campus support program such as the Guardian and Renaissance Scholars, which provide a wide range of comprehensive support services including targeted outreach activities. All CSU campuses are actively seeking ways to utilize existing resources to strengthen support for foster youth interested in attending a CSU campus. Many campus support programs are working closely with the county Independent Living Program (ILP) and with the Foster Youth Services (FYS).

Many CSU campuses have developed partnerships with programs such as the Independent Living Program. The county Independent Living Program provides educational workshops and self-sufficiency training to equip foster youth aging out of care with skills to transition successfully into adulthood. Many campus support programs provide presentations to the foster care community, attend ILP workshops, and participate in college and resource fairs specifically for foster youth.

Other partnerships to increase outreach to foster youth include the Foster Youth Services coordinated through the California Department of Education. FYS is responsible for removing educational barriers for foster youth in K-12. Many of the FYS offices work closely with CSU foster youth outreach programs to ensure adequate support is provided during the youths’ transition from foster care.

Funding Source: State General Funds, Other Federal Funds

Total Funding: \$401,618

Total Students: 1,415

Cost per student: \$283

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

The California State University joins the education community in full support of the GEAR UP program, which is vital to preparing underrepresented students for college, encouraging persistence and ultimately graduation. Skills gained through the GEAR UP program will reduce the need for remediation, saving students and institutions time and money. This is a program we can all be proud of for what it does for students.

California State University Chancellor Charles B. Reed

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 between 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. GEAR UP partnerships supplement rather than supplant existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grants. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP state grant funds may be used to provide college scholarships to low-income students.

Congress established GEAR UP to increase significantly the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP program compels school systems and postsecondary institutions to focus on systemic change. It ensures that all students are held to high standards and receive the necessary academic core curriculum that is needed to attend postsecondary education and succeed. These partnerships have increased the motivation of many schools to increase the number of challenging academic courses they offer. As important, these programs are encouraging more economically disadvantaged students to raise their aspirations, recognizing that college is within their grasp if they take appropriate college level gateway courses such as pre-algebra and English. These outcomes are reducing the achievement gap typically found among students attending schools in low-income areas.

The following administrative and programmatic components of GEAR UP make this program unique from other federal and state initiatives:

Partnerships: GEAR UP stipulates that middle schools, higher educational institutions, community organizations, and the private sector must collaborate to ensure that students prepare for college. This mandate recognizes that all sectors of our communities share responsibility for ensuring our youth learn the skills, knowledge, and competencies they will need to compete in the global marketplace.

Matching Funds: Federal GEAR UP funds allocated to states, and partnerships must be matched by resources from participating partners. This requirement leverages federal dollars that are available to support low-income students to prepare for college.

State Involvement: GEAR UP calls upon states to participate actively in furthering the academic achievement and preparation for college of low-income students through State grants. States are expected to develop effective collaborative mechanisms with local partnerships.

Outcomes-Oriented: The effectiveness of GEAR UP will be determined by the extent to which its goals have been achieved, focusing on the federal government's emphasis on effectiveness.

Early Preparation for College: Students begin participating in GEAR UP no later than the seventh grade, an acknowledgement that college preparation must start early in a student's educational journey.

Continuous Assistance to Students: Students receive mentoring, tutoring, advising, and counseling from their entry into GEAR UP through high school graduation. This incorporates evidence that college preparation requires constant and persistent attention and support.

Whole Grade Approach: All students in a specific grade at a school participate in GEAR UP based upon research demonstrating the importance of creating a culture that supports the skills and activities preparatory for college.

Scholarship Awards: State grant recipients are required to allocate one-half of federal GEAR UP resources to scholarships for program participants to attend college, addressing financial constraints that often deter students from preparing for and attending college.

In combination, these unique features offer a new opportunity to prepare individual students for college and to create systemic change in schools. With enhanced organizational capacity, schools will be able to educate all students to the high levels of mastery required for college admission and graduation.

Eligibility

Any State agency designated by the Governor of the state may apply for a GEAR UP grant. Additionally, partnerships consisting of at least one college, at least one low-income middle school, and at least two other partners such as community organizations, businesses, religious groups, student organizations, State or local education agencies, and parent groups may apply. Low-income middle schools are defined as those in which at least fifty percent of the students qualify for free or reduced lunches.

Eleven CSU campuses have been designated as the fiscal agent for GEAR UP Partnership Grants totaling over \$112 million since the inception of the program in 1999. These partnerships include at least one low-income middle school and at least two other partners.

CSU campuses are also participants in other partnership grants for which a local school district is the fiscal agent. For example, four CSU campuses are participating in five 2005 partnerships: CSU Long Beach is a participant in a partnership grant awarded to the Bellflower Unified School District; CSU Northridge, with two partnership grants awarded to the Los Angeles Unified School District (LAUSD); CSU Dominguez Hills, with LAUSD; and San Diego State University with Sweetwater Unified School District. In addition, CSU Los Angeles is a participant in a partnership with the Los Angeles Unified School District (LAUSD) funded in 2006, and two CSU campuses, Long Beach and San Francisco are also participants in partnership awards funded in 2007 with their local school districts.

The chart below reflects Partnership Grants for which a CSU campus was designated as the fiscal agent.

Initial Year CSU Partnership Grants Awarded*							
CSU Campus	1999	2000	2002	2005	2006**	2007**	Total
Bakersfield			\$763,866				
East Bay	\$2,807,516			\$2,808,000			
Fullerton	\$184,863						
Los Angeles	\$476,007		\$1,129,600	\$2,878,999			
Northridge	\$639,989						
Pomona			\$676,853				
San Bernardino		\$778,780		\$2,600,646			
San Diego	\$398,363						
San Jose	\$738,144	\$1,139,152					
San Marcos	\$320,000						
Sonoma		\$316,148					
Total of Initial Year Grants	\$5,564,882	\$2,234,080	\$2,570,319	\$8,287,645			\$18,656,926
Grand Total Received Over 6-year period of GEAR UP Grant							\$111,941,556 (initial year times 6)

*These figures changed significantly because two of the three GEAR UP awards for 2002 have been completed. One of the campuses received a new award in 2005 and is still showing up on the grid.

** No CSU campus was awarded a partnership grant in 2006 or 2007. However, three campuses are participants with local school districts as partners in 2006 and 2007.

Grand Total of \$111,941,556 is the minimum level of funding received in the partnership grant because some campuses may have received an increase in a subsequent year.

No new partnership grants awarded: 2001, 2003, and 2004

State GEAR UP Grants

In addition to the partnership grants received by CSU campuses, California was awarded a second State GEAR UP Grant for a total of \$21 million over six years, having just completed administering its first six-year grant totaling \$30 million that was awarded in 1999. California receives the largest amount of GEAR UP resources of any state.

According to the U.S. Department of Education website, several California State University GEAR UP projects have shown significant improvements in reducing the achievement gap among the target population. For example, San Jose State University reported an 89% increase from the prior year in the number of students served through GEAR UP who qualified and applied to four-year colleges and universities. The Northridge campus saw an increase of 60% while the San Marcos program graduated over 300 parents from its partnership with the Parent Institute for Quality Education.

CSU GEAR UP programs work with 29 schools that serve 12,144 students.

Funding Source: Federal Funds

Cost per student: \$324

“How to Get to College” Poster

The California State University’s “How to Get to College” poster program is one component of the CSU’s comprehensive outreach/retention strategies that aims to help students, parents, teachers and administrators better understand what is required to prepare for and succeed in college. The poster outlines the steps students need to take from 6th through 12th grade to be eligible for entrance to the California State University. The poster includes information on the admissions process, applying for financial aid, the CSU’s Early Assessment Program, the mathematics diagnostic testing project, and course and grade requirements. The poster is available in English, Spanish, Chinese, Korean and Vietnamese and in two sizes: a wall-sized 19 x 25-inch version for students and teachers to hang in classrooms; and a smaller 8 ½ x 11-inch fold-out that students and parents can carry with them. The poster is sent free of charge to every public middle and high school in California as well as youth-based community groups, local libraries, school associations and organizations, and many others.

The poster program includes a companion website that includes the step-by-step grade level information for 6th through 12th grades. Available in English and Spanish, the website includes buttons for students and families to access content that is specific to them. The website also features an easy-to-use online ordering system for the poster, which has helped the CSU significantly expand its distribution.

The poster, which has served as a model for similar publications at universities across the country, won a silver medal in the 2007 Council for the Advancement and Support of Education (CASE) Circle of Excellence International competition.

The Boeing Corporation donated \$75,000 to this project; its logo appears on the poster. CSU distributes 3,500,000 posters annually.

Funding Source: State General Funds, Other Funds
Cost per student: \$0.02

Kids to College

The CSU partnered with the Sallie Mae Foundation and the Tomas Rivera Policy Institute on a grant to support “Kids to College.” This program assists sixth grade students in underserved communities to learn what is required to prepare for and how to succeed in college. Six lessons emphasize interactive, hands-on activities that reinforce the program’s premise: College is an option. A partner college representative visits the classroom at the beginning to introduce the university and college life. Each teacher delivers curriculum during the students’ instructional day. The program culminates in a daylong campus visit to the university.

In 2007-08, two campuses participated in the final year of this three-year pilot program, CSU Los Angeles and CSU Fullerton. Each campus received \$25,000 and together served approximately 3,000 students. CSU Northridge was included in the final year of the project. CSU Northridge reached approximately 1,000 students and received \$25,000 for one year only. This makes the total number of 4,000 students served during this academic year.

Funding Source: Other Funds
Cost per student: \$20
Total Cost: \$75,000

MESA Program

MESA (Math, Engineering, and Science Achievement)

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

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

Seventy-seven percent of MESA students successfully complete Algebra I before the 10th grade. More encouraging, fifty-four percent complete the CSU and UC college preparatory high school course pattern consisting of fifteen courses. Of MESA high school graduates, fifty-seven percent enrolled in college as math, science, or engineering majors.

Ten of twenty one MESA pre-college sites and nine of twelve MESA engineering program centers are located on CSU campuses. Fifty-nine percent of MESA's pre-college students were served by centers located on CSU campuses, and for the past five years, over twenty-five percent of MESA high school graduates have enrolled at a CSU campus. Nearly fifty percent of MESA community college students transferred to CSU campuses.

In 2007-08, ten CSU campuses participated in MESA, receiving funding totaling approximately \$1.6 million. CSU MESA programs worked with 225 schools serving 9,714 students.

Funding Source: State General Funds

Cost per student: \$164

Parent Institute for Quality Education (PIQE)

In spring 2006, the CSU entered into a partnership agreement with the Parent Institute for Quality Education (PIQE) with the goal of increasing the number of students eligible to enter the CSU from underserved communities. Under this partnership program, parents are receiving training and resources to support the education of their children. The project's mission is designed to bring schools, parents, and community members together in the education of underserved students. The partnership helps parents to create a home learning environment, navigate the school system, collaborate with teachers, counselors, and principals, encourage college attendance, and support a child's emotional and social development. The course content is customized for each parent and includes curriculum such as home/school collaboration, motivation and self-esteem, communication and discipline, drugs and gang awareness, and college and career eligibility requirements.

Upon successful completion of this nine-week, 14-hour course, parents are awarded a certificate of completion from PIQE. In addition, PIQE, the Chancellor and corresponding CSU campus presidents sign a Certificate of College Admission listing the name of the parent and the name of their children. This certificate specifies what the child must do to be accepted into a CSU.

Campuses have developed a series of programs to continue to work with PIQE parents and their children after they have gone through the program. Examples of campus programming include: attending additional PIQE programs, giving the children ID cards, follow-up presentations, serve on PIQE advisory boards, identify schools, have informational tables at these schools, and specific visits by campus presidents/communities dedicated to PIQE participants.

In 2007-08, all 23 CSU campuses participated in PIQE. Each campus received \$25,000 from the Chancellor for a total funding of \$575,000. CSU PIQE programs worked with 139 schools serving 7,571 parents. In addition, CSU campuses sought additional lottery or outside funds to serve children of PIQE participants. Approximately \$234,406 were used to provide campus tours and programming for 9,202 additional children of PIQE participants. This makes the total annual funding of \$809,406 for 2007-08.

Funding Source: State General Funds, PIQE, Lottery, Other

Cost per Parent: \$76.00

Cost per Student: \$25

** Based on campus reports*

Summer Bridge Program

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.

In 2007-08, 22 CSU campuses offered Summer Bridge programs receiving funding totaling approximately \$3.0 million. CSU campuses worked with 894 schools and served 2,067 high school students.

Funding Source: State General Funds

Cost per student: \$1,451

Super Saturday

In 2008, the 23 CSU campuses participated in two Super Saturday events which provide students and parents from the African American community with information on admissions, financial aid, and EOP, EAP and scholarship programs. More than 850 parents and students participated in the events hosted by CSU Dominguez Hills and CSU East Bay. CSU campuses worked with many local African American churches and served over 850 students and parents (500 in Southern California and 350 in Northern California).

In 2008, CSU Super Saturday received funds totaling approximately \$8,500.

Funding Source: State General Funds

Cost per Participant: \$10.00 Southern California

Cost per Participant: \$0 Northern California*

*In-kind contribution by campus, first time event held on August 16, 2008 at CSU East Bay.

Super Sundays

CSU is working with churches in the Southern California (Los Angeles Basin) and the Bay Area (Oakland, San Francisco, San José, and Vallejo) that serve African American congregations in an effort to increase the pool of African American students, particularly males, to become eligible to attend a four-year university. In February/March 2008, CSU held “Super Sundays” at 22 churches in Los Angeles, reaching over 57,800 people. In the Bay Area, CSU “Super Sunday” programs were held at 30 churches reaching over 29,285 people. CSU campus presidents, Board of Trustees, and Board of Governors are given the opportunity by the participating churches, to speak about how to get to college as part of the church service. The participating campuses set up booths to distribute materials and answer any questions regarding college preparation, admittance, retention and graduation. CSU’s “Steps to College” posters were distributed to over 29,000 parents, grandparents and students. This program has resulted in the identification of a contact person at every church who is dedicated to college knowledge and college preparation. Quarterly meetings with church education liaisons, campus outreach personnel and Chancellor’s Office staff enable the college preparation message to be reinforced throughout the year.

The cost of materials that were distributed was approximately \$19,725. Staff time and campus travel costs are not included in this total.

Funding Source: State General Funds

Cost per participant: It is difficult to estimate the total number of persons impacted by the Super Sundays as well as the various follow up activities. But, it is clear that due to the Super Sunday events, tens of thousands of persons received valuable information regarding academic and financial preparation for college.

Troops to College

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

The total active U.S. Military force includes 1.42 million men and women of whom 160,000 (11.2 percent) come from California. Approximately 175,000 active duty men and women are stationed in California. An additional 25,000 serve in various reserve components of the U.S. Armed Forces (including the National Guard). The Montgomery GI Bill education benefit is the number one reason American men and women enter the U.S. military. Therefore, each member of the military pool of over 200,000 men and women serving in California is a prospective student for one of California's 109 California Community Colleges, 23 CSU campuses, and 10 UC campuses.

Approximately 60,000 of a pool of over 200,000 men and women exit military service annually. According to the U.S. Department of Defense, the average age of exiting Veterans is 25.3 years. Eighty-four percent are male, and sixteen percent are female. Ninety-six percent of exiting Veterans are enrolled in the Montgomery GI Bill, but only fifty percent are using their Montgomery GI Bill benefits for the pursuit of higher education. The CCC, the CSU, and the UC represent education opportunities for exiting Veterans, both for California residents and for service members stationed in California.

Funding Source: State General Funds, U.S. Armed Forces

Total Students: 566

Total Funding: \$60,502

Cost per student: \$106

Upward Bound (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 section describes the Upward, Upward Bound Math and Science, and Veterans Upward Bound Programs hosted by CSU campuses:

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. Fifteen campuses host 19 Upward Bound programs serving approximately 1,564 students with combined annual budgets of \$7,316,664. The following CSU campuses host one or two programs: Chico, East Bay, Fresno, Fullerton, Long Beach, Los Angeles, Monterey Bay, Pomona, San Diego, San Jose, San Luis Obispo, San Marcos, and Sonoma.

During 2007-08, seventeen campuses received UB TRIO funds serving approximately 1,820 students and had a combined annual budget of \$8,526,666.

Funding Source: Federal Funds
Cost per student: \$4,684

Upward Bound Math and Science (TRIO Program)

Upward Bound Math and Science (UBMS) program allows the Department 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. Five campuses host Upward Bound Math and Science Programs serving approximately 262 students with combined annual budgets of \$1,341,353. The following campuses host UBMS programs: Chico, Los Angeles, Pomona, San Diego, and Sonoma. Programs in mathematics and science often have higher costs as well as greater benefit.

During 2007-08, four campuses received UBMS TRIO funds serving approximately 266 students and had a combined annual budget of \$1,321,348

Funding Source: Federal
Cost per student: \$4,967

Other Outreach Programs in K-12 and Community Colleges

In 2007-08, all twenty three CSU campuses developed, implemented, and administered 478 outreach programs at over 3000 K-12 schools, serving 363,357 students*. In addition, twenty CSU campuses reported the coordination of 166 outreach programs at 492 community colleges* serving approximately 75,625 students. These programs were tailored to meet specific regional needs. These various campus based programs included such activities as tutoring, mentoring, field trips, information, and motivation activities. Funds that support these campus-based programs are provided from diverse sources, e.g., community organizations, federal government, state General Funds, and lottery funds. Descriptions of a few representative examples of campus-based programs are provided below. Total expenditures amounted to approximately \$19 million serving approximately 438,982 students. This represents an increase in total number of K-12 and community college students served of 68,353 and an increase in funds used from 17.1M to 19M dollars.

Funding Source: State General, Federal, Private, and Lottery
Cost per prospective student: \$43

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

K-12 Outreach Programs

Bridge Building Partnership

The Bridge Building Partnership is an outreach conference that targets local community college Extended Opportunity and Services and TRIO program students to assist them as they begin to make the transition from the community college to the local CSU campus.

Build Youth Business Plan Competition

One of the CSU campuses, East Bay, hosts an annual competition through its College of Business and Economics and Enrollment Services. The campus hosted the 8th Annual competition for middle school students who planned and built successful and sustainable business models.

Cal Poly Partner Program

The “Cal Poly Partner’s Program” is a recruitment and access feeder program designed to increase the number of first generation students admitted to Cal Poly San Luis Obispo. The schools participating in the program are part of the College Preparation Partnership Program introduced by Senator Hayden (SB 1697) in 1990.

Compact for Success

Compact for Success is a strategic partnership with San Diego State University and Sweetwater Union High School District in San Diego County. The program improves student academic preparation for college and systemic district reform. Comprehensive academic and support services are provided beginning with 7th grade through graduation from high school. At the university, students are provided comprehensive support and retention services and a scholarship for those who qualify for financial aid. A final goal is to improve retention and graduation rates, especially 4-year rates. Several campuses are considering similar models.

Connect Motivate Educate

The Connect Motivate Educate program specifically targets emancipated foster youth. The program provides foster youth an on-campus resource that will assist them in making the difficult transition to college on their own. The program offers early college preparation activities and events. In collaboration with a host of agencies (TRIO/GEAR UP), the program offers testing preparation and CSU application assistance.

Several CSU campuses offer variations of this program.

Early Titan Outreach Program

This program is coordinated through the Fullerton campus. The purpose of the program is to provide a peer mentor program to middle and high school students to assist them in their transition from middle school to high school and from high school to college.

Many CSU campuses have a variation of this program as part of their early outreach program activities.

Mathematics Intensive Summer Session

The Mathematics Intensive Summer Session provides college-bound young women an opportunity to strengthen their skills in the area of mathematics. The students participate in the program over a period of several weeks. Many CSU campuses offer variations of this program as part of their early outreach program activities.

Migrant Education Academy

Migrant students in grades 9-12 attend a three-day conference that informs them on the “a-g” college preparatory course pattern, applying for financial aid, admission processes, and introduces them to other migrant education programs and resources available to them such as the CAMP program. Several CSU campuses have a variation of this program.

Military College Fairs and Events

The California State University has taken a leadership role in the statewide initiative supported by Governor Schwarzenegger: Troops to College. To this end, CSU campuses have actively participated in military college fairs and other events. These activities range from representing CSU campuses at local military college fairs providing pre-admission advising, coordinate efforts between the military/veteran and the campus Veteran’s Affairs Liaison, help the troops understand the application process and determine which documents are needed, and refer active duty military persons and veterans to appropriate personnel for a seamless transition process to higher education.

In addition, all CSU campuses have established Veteran Affairs Teams to provide improved services to students who are still active in the military or are joining the CSU as veterans including membership in the Service Opportunity Colleges (SOC) program. The formation of the Veteran Affairs Teams has led to the beginnings of positive relationships with several military installations, hospitals, and regional Veteran Affairs offices. These include Naval Air Station San Diego, Point Loma Submarine Base, Balboa VA Hospital, Marine Corps Air Station Miramar, Camp Pendleton, Pt. Mugu, Pt. Hueneme Navy bases, Coast Guard Island, East Bay Army Recruiting Command, Swords to Plowshares, and ConAP-Concurrent Admission Program for Army Enlistees.

Pathway to College

This outreach program involves campus representatives who visit elementary and middle schools to introduce students to the opportunities available at a CSU, provide positive reinforcement for students to develop a commitment to education, provide resources and awareness about college, and encourage students to plan and prepare academically and financially for college. The majority of the CSU campuses have a variation of this program as part of their early outreach program activities.

Recruitment in Science Education (R.I.S.E.)

Recruitment in Science Education Program is designed to enhance diversity in the sciences. The program focuses on under-represented middle and high school students with an interest in science. Participants are encouraged and supported to expand their interest and skills in science while providing them the tools and inspiration to attend college.

Community College Outreach Programs

The CSU campuses participate in an array of outreach programs designed to motivate, prepare, and increase the number of community college students who apply, enroll, and succeed. These programs include general and comprehensive outreach efforts. The CSU provides services to all community colleges in the state of California.

General Outreach Efforts

These programs are designed to have the students become familiar with the campuses offerings including support services, campus support, and academic preparation. Many of these programs may offer an on-site admission component, in which a student may bring transcripts to the campus and an evaluator will review and advise them on their admissibility. These programs are provided by all CSU campuses at all CCC (109) in the state. These programs often include:

- Transfer Evaluation Day
- College Day
- College Fair
- College Tours
- Transfer Admission & Application Workshops
- Monthly visits to local CCC

Comprehensive Outreach Efforts

These programs include comprehensive efforts designed to facilitate the transfer process for community college students including specific populations. Services range from mentoring and academic advising in a one-on-one capacity, advising students with families and assisting them with the transition process, working with community college transfer counselors to help them navigate the CSU transfer process, encouraging Science, Technology, Engineering, and Mathematics (STEM) and business students to take appropriate courses prior to transferring, and advising specifically targeted at EOP&S and TRIO transfer students. Some campus highlights of these efforts include:

- Transfer Articulation Bridge (San Francisco)

Joint effort between City College of San Francisco (CCSF) Office of Extended Opportunity Program and Services and San Francisco State's (SFSU) College of Education. The program is designed to provide first generation, low income, and underrepresented students the opportunity to enroll in SFSU courses while still attending CCSF. The goals are to: prepare EOPS and CCSF students to confidently transfer to SFSU and, give EOPS and CCSF students who are interested in pursuing teaching as a profession an opportunity to take upper division courses in education. SFSU worked with 1 community college and served approximately 50 students.

- Bridges to the Baccalaureate (San Francisco)

City College of San Francisco, Skyline College, and San Francisco State collaborate on this effort. The multi-component program is designed to increase recruitment, retention, transfer rates, and graduation of underrepresented students with degrees in science to pursue careers in biomedical research. The goals are to: improve the mathematics skills of entering community college students to a level needed to successfully complete calculus prior to transferring to SFSU or other four year institutions; supplement the introductory biology and chemistry courses with

enrichment workshops to improve the performance in critical gateway science courses; provide group and independent research experiences; provide a link between the CCSF, Skyline, and SFSU students and faculty that foster a career in biomedical research; and develop monitoring system with appropriate counseling and academic support services. The program works with 2 community colleges and serves approximately 70 students.

- Puente Conference (East Bay)

Sponsored by CSU East Bay and the local PUENTE program, this one-day conference provided motivation and admission information to local transfer students from low income and underrepresented backgrounds. This program had one community college participant and served approximately 100 students.

- Puente Student Mentor (East Bay)

Annual event in collaboration with Chabot College PUENTE program is designed to motivate and encourage low income, underrepresented students about the importance of continuing their education beyond a BA degree. Mentors and mentees attended the conference together. This program had 5 community college participants and served approximately 150 students.

- Intern Advisors (Fresno)

CSU Fresno students are hired and trained using Lottery Program funds to regularly visit local community colleges and provide appropriate transfer and academic advising to prospective transfer students. These students meet one on one or in a small group capacity. This program worked with 6 community colleges and served approximately 2,000 students.

- Student Center for Professional Development (Long Beach)

The Student Center for Professional Development (SCPD) at CSU Long Beach fosters academic, personal, professional, and leadership development and knowledge acquisition of College of Business Administration undergraduate students. The SCPD provides resources and opportunities that support business students from college entry through graduation by coordinating a number of programs, events, workshops, and community service activities. The program works with one community college and is currently mentoring 45 students.

- Community College In-Service Training (San Luis Obispo)

Coordinate in-service trainings with local community college counseling staffs to educate about admission transfer processes to Cal Poly San Luis Obispo. Eight community colleges and approximately 80 counselors participate.

- Bridge Building Partnership (San Marcos)

This is an outreach conference specifically for local community college EOP&S and TRIO students to assist with their transition to CSU San Marcos. This program serves approximately 600 students.

- CSU Community College Counselor Conferences

This systemwide conference is designed to inform community college counselors, transfer directors, and other community college staff working in an advisory capacity with students to help navigate the transfer process. Workshops are given in the areas of: Lower Division Transfer Programs and Resources, Financial Aid, Advising Special Student Populations, Using CSUMentor as a Transfer Planner, CSU Campus Highlights, and Admission Updates. The conferences had participants representing all 109 CCC in the state and approximately 2,000 participants.

Summary

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



401 Golden Shore, 6th Floor, Long Beach, CA 90802-4210 • Allison Jones • Tel: (562) 951-4744 • E-mail: ajones@calstate.edu