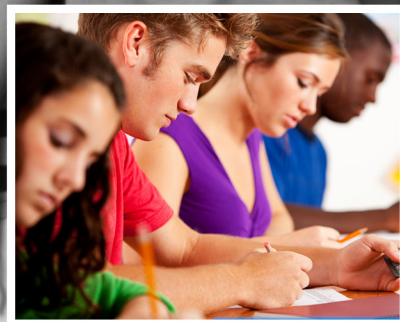




# **STUDENT ACADEMIC OUTREACH PROGRAMS 2009-2010 Annual Report**



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# Introduction

**The California State University** is the largest four-year university system in the country, with 23 campuses, almost 433,000 students and 44,000 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 2.5 million degrees. During college year 2009-2010, nearly 90,000 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 54 percent of California's bachelor's degrees in business, 52 percent of its bachelor's degrees in agricultural business and management, and 45 percent of its bachelor's degrees in computer engineering. The CSU also educates the professionals needed to keep the state running. It provides bachelor's degrees to teachers (52 percent), criminal justice workers (84 percent), social workers (82 percent) and public administrators (35 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 2009-10, the CSU's system wide fee for full-time undergraduate students was \$4,026. With individual campus fees added in, the CSU's total fees averaged \$4,893 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 50 percent of CSU undergraduates receive enough financial aid to cover all mandatory fees. CSU students who borrowed loan money owed 20 percent less than the state average and nearly 40 percent less than the national average. A CSU degree also provides a higher earning potential as a CSU graduate's average mid-career media salary is seven percent higher than the national average of graduates from the top 175 public universities.

## ***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 35 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.

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## **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), which is detailed in the following pages, Trustees adopted a system wide 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 system wide 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 unmet financial need, and enhanced visibility of the CSU's Early Assessment Program including greater use of the 12<sup>th</sup> grade to improve English and mathematics skills. 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 advisers 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 comprehensive teacher evaluations each year that assess, with input from principals and administrators, the performance of CSU credentialed teachers in the classroom. The CSU's Early Assessment Program, which tests 11<sup>th</sup> 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 the EAP, as well as progress toward student proficiency in these subjects.

In addition, the university has taken the lead nationally 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, and its role in preparing students for the workforce.

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This data is provided as part of an initiative called the Voluntary System of Accountability (VSA). Each of the 23 CSU campuses developed a web-based page called the College Portrait that is designed to specifically communicate accountability data to the public.

In addition, the CSU is going beyond the VSA College Portrait and has developed its own unique "public good" contributions page. Included in this page is campus specific information on total degrees awarded, the contribution of CSU students to the workforce, the number of Pell Grant recipients, average net tuition to attend a CSU and fees paid per student, as well as the average loan debt for CSU bachelor's degree recipients.

### ***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 measured 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 nearly \$17 billion in economic activity, support almost 150,000 jobs, and generate \$995 million in state taxes in a year. The report also found that the state of California reaps more than a five-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: the public schools. Given that the public schools and community colleges 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 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 who have not yet been reached. CSU's system wide and campus outreach programs are designed to reach all students in the communities in which they live.

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## Executive Summary

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

Student academic outreach programs target students who are disadvantaged educationally and economically, who are enrolled in public schools that have low college-going rates, and who need assistance in strengthening basic skills in math and English. These programs provide academic support services that raise the aspirations and improve the academic performance of students, advise students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus, and provide retention services to students after they enroll in the CSU. All of these services are offered through a variety of system wide and campus-based initiatives and programs that are described in this report, *The CSU Student Academic Outreach Programs 2009-2010 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 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. (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)*

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.

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For the 56 percent of CSU's 430,000 students who are racial or ethnic minorities, initiatives such as visits by the chancellor, campus presidents and administrators to the largest African-American churches in the 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, Chinese, Korean, Vietnamese, Russian, Hmong, and Tagalog outlines the step-by-step process students and parents can begin to get 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 ([www.csumentor.edu](http://www.csumentor.edu)) to help students and families navigate the college admission and financial aid application processes.

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## Summary – Activity Report

### Summary of Student Academic Outreach Program Activity Report 2009-2010

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

#### **K-14 Students Served: 940,781**

- Elementary school students: 62,935
- Middle school students: 87,800
- High school students: 718,964
- Community College students: 71,082

#### **K-14 Institutions Served: 9,562**

- K – 5: 1,255
- 6 – 8: 1,059
- 9 – 12: 6,410
- Community Colleges: 838

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

- 137,500

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

- CSU Early Assessment Program (EAP) English: **378,870**
- CSU Early Assessment Program (EAP) Mathematics: **178,667**

#### **Total Funds Spent:**

State General Funds:	\$16,307,197
Lottery Funds:	\$1,613,775
Federal Funds:	\$26,788,418
Other	\$11,292,876
<b>Total</b>	<b>\$56,002,266</b>

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 Carolina Cardenas, Associate Director, Academic Outreach & Early Assessment, Academic Affairs, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802-4210. Ms. Cardenas may also be reached at (562) 951-4724 or [ccardenas@calstate.edu](mailto:ccardenas@calstate.edu).

## The California State University 2009-2010 Student Academic Outreach Programs Summary

	America Reads- Counts	CAMP Outreach	CMIH	CSL	ETS (Talent Search)	GEAR UP	MESA	PIQE <sup>1</sup>	Poster How to Get to College	Super Sundays	Troops to College	Upward Bound <sup>2</sup>	Transitional Programs	All Other K-12 Programs <sup>3</sup>	All Other Comm Coll Programs	Total
<b>Schools Served<sup>4</sup></b>	<b>216</b>	<b>382</b>	<b>392</b>	<b>839</b>	<b>209</b>	<b>64</b>	<b>185</b>	<b>93</b>			<b>92</b>	<b>134</b>	<b>2,298</b>	<b>4,171</b>	<b>487</b>	<b>9,562</b>
K-5	152	8	61	481	15	0	13	42			0	0	19	464	0	1,255
6-8	51	91	193	128	71	25	73	28			0	0	58	338	3	1,059
9-12	13	281	138	227	122	20	93	23			0	134	2,008	3,334	17	6,410
CCC <sup>5</sup>	0	2	0	3	1	19	6	0			92	0	213	35	467	838
<b>Students Served<sup>4</sup></b>	<b>11,192</b>	<b>7,833</b>	<b>5,456</b>	<b>35,495</b>	<b>14,471</b>	<b>21,420</b>	<b>8,545</b>	<b>8,701</b>			<b>1,964</b>	<b>2,062</b>	<b>30,645</b>	<b>726,217</b>	<b>66,780</b>	<b>940,781</b>
K-5	5,876	112	196	22,587	75	0	676	3,627			0	0	1,249	28,537	0	62,935
6-8	1,612	2,725	4,604	6,898	2,903	7,588	4,169	1,745			0	0	3,900	51,276	380	87,800
9-12	3,704	4,896	656	4,960	11,468	12,642	3,483	3,329			0	2,062	23,028	644,236	4,500	718,964
CCC <sup>5</sup>	0	100	0	1,050	25	1,190	217	0			1,964	0	2,468	2,168	61,900	71,082
<b>Public</b>									190,029 <sup>6</sup>	101,000 <sup>7</sup>						

1 Numbers reported under PIQE include both parents and students.

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

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

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

5 California Community Colleges

6 Includes distribution of posters and handouts to K-14 schools, students, parents, families, and community organizations that request posters. Printed in six (8) languages: English, Spanish, Chinese, Hmong, Korean, Russian, Tagalog, and Vietnamese.

7 Includes students, parents, families, and community members

## CSU Funding Source Summary 2009-2010

PROGRAM	GENERAL FUND	LOTTERY	FEDERAL	OTHER*
America Reads/Counts	\$22,867	\$0	\$1,092,382	\$47,032
AT&T Road to College Bus Tour	\$0	\$0	\$0	\$500,000
AT&T Road to College Corps	\$0	\$0	\$0	\$320,000
California Academic Partnership Program (CAPP)	\$3,500,000	\$0	\$0	\$0
College Assistance Migrant Program (CAMP)	\$0	\$806	\$1,357,295	\$99,514
College Making It Happen (CMIH)	\$3,769	\$9,606	\$0	\$17,100
Community Engagement	\$546,059	\$67,865	\$140,916	\$251,403
CSU Mentor	\$1,042,339	\$0	\$0	\$0
Early Assessment Program (EAP)	\$2,300,000	\$0	\$0	\$0
Educational Talent Search (ETS)	\$78,397	\$0	\$5,149,282	\$0
GEAR UP	\$393,999	\$0	\$6,487,174	\$301,009
<i>How to Get to College</i> Poster	\$0	\$0	\$0	\$75,000
MESA	\$184,292	\$165,900	\$0	\$1,634,651
Parent Institute for Quality Education	\$575,000	\$0	\$0	\$134,190
Super Saturdays	\$6,826	\$0	\$0	\$0
Super Sundays	\$11,050	\$0	\$0	\$0
Upward Bound	\$106,192	\$0	\$9,916,471	\$117,491
Troops to College	\$98,668	\$400	\$2,650	\$2,095
All Other K-12 Programs	\$3,938,609	\$879,993	\$1,994,805	\$6,660,481
Other Community College Programs	\$538,518	\$404,205	\$136,471	\$649,824
Transitional Programs	\$2,960,612	\$85,000	\$510,972	\$483,086
<b>SUB-TOTAL</b>	<b>\$16,307,197</b>	<b>\$1,613,775</b>	<b>\$26,788,418</b>	<b>\$11,292,876</b>
<b>TOTAL</b>	<b>\$56,002,266</b>			

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

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## 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 2009-10, eleven CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$1.1 million. CSU America Reads/Counts programs worked with 216 schools and served 11,192 students.

Funding Source: General, Federal and Other Funds  
Cost per student: \$104

## AT&T-CSU “Road to College” Bus Tour

The California State University and AT&T partnered again in 2010 for the second Road to College Bus Tour. This year’s tour featured a “get on board” theme and hit the road for a five-week statewide education campaign centered on college preparation while targeting the following goals: to support the CSU in its efforts to increase underserved student access to the university; and to help AT&T build a pipeline of future college-educated workforce professionals.

The tour stopped at 46 selected middle and high schools throughout the state. At each stop a team of CSU student mentors and CSU staff members assisted students and teachers with exploring a variety of information. Students at each grade level were exposed to the college preparation process by creating their own "roadmap" through an interactive experience on state-of-the-art laptops. They also explored career interests and courses of study and what the CSU's different campuses have to offer.

The tour achieved the following results in a 25-day time span:

- Assisted more than 9,000 middle and high school students with college readiness and CSU entry requirements;
- Generated more than 52 positive TV news broadcasts and 32 print/digital stories worth \$151,000 in earned media value in every major media market the tour reached;

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- Garnered participation and support from elected officials and dignitaries throughout the state;
  - Worked with and visited the service areas of each of the CSU's 23 campuses;
  - Covered 3,570 miles of California, a new tour record.

The CSU and AT&T Road to College experience is available through the website where students and their teachers can continue to build their own roadmap, access CSUMentor, and learn about the Early Assessment Program.

The tour was made possible by a \$500,000 grant from the AT&T Foundation.

Funding Source: AT&T Foundation

Cost per student: \$56

## AT&T-CSU College Corps Program

The California State University in partnership with AT&T has implemented the CSU College Corps Program. The program provides academic advising, college awareness and financial aid information to 1,000 selected high school students who will participate through their four years of secondary education. The participating CSU campuses, Bakersfield, East Bay, Fresno, Los Angeles and San Marcos, train and supervise college students to serve as Precollege Advisors. Each CSU campus serves over 200 high school students. The program works with high school guidance counselors to supplement and enhance the information and services to students. AT&T is funding this four-year grant for a total of \$1,280,000 (2008-2012).

In 2009-10, five CSU campuses participated in AT&T CSU College Corps Program receiving funding totaling approximately \$320,000. The AT&T CSU College Corps Program worked with 16 high schools and served 1,027 students.

Funding Source: AT&T Foundation

Cost per student: \$312

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## 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 Governors of the California Community Colleges, and the California Superintendent of Public Instruction. CAPP awards grants to partnerships among 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 and succeed in college.

While CAPP helps individual schools by awarding grants and providing direct assistance, its most important purpose is to do applied research and inform educators and policymakers about the models, strategies and actions which improve student learning. CAPP is also the primary source of support for the statewide inter-segmental 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 directly with approximately 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 spend resources on data collection and evaluation.

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 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 and supporting the Mathematics Diagnostic Testing Project, CAPP supports the intersegmental Alliance for Regional Collaboration to Heighten Educational Success (ARCHES). Summaries and data on CAPP's major projects and recent publications are provided below. Additional material on CAPP projects, including a map of project sites and descriptions and ordering information on publications is available at [www.calstate.edu/capp](http://www.calstate.edu/capp).

### ***Expository Literacy Grant Program***

In 2005-06, CAPP awarded grants to eight high schools 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 (EAP) and Expository Reading and Writing Course (ERWC). Eleventh

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and twelfth grade English teachers at the participating schools are required to participate in a specified set of activities. Over the course of the grant schools have expanded to include ninth and tenth grade English teachers as well as teachers of other core subject areas. Teacher-leader project directors at each site compile annual portfolios documenting completion of activities including collaborative curriculum mapping, implementation of ERWC modules, functional professional learning communities and data collection and analysis.

CAPP hopes to demonstrate that this whole-department inclusion strategy effectively connects rigorous and relevant curriculum and instruction and teacher-led ongoing professional development to improved student achievement in lower performing high schools. CAPP expects these schools to achieve the following intermediate and final outcomes:

***Intermediate***

- Aligned English/language arts coursework in grades 9 through 13;
- Development and increased use of ERWC modules;
- Improved student performance on EAP and English Placement Tests used at postsecondary institutions;
- Teacher participation in outcomes-based collaboration;
- Data documenting student progress in expository literacy skills;
- Intentional teacher collaboration by grade level and department;
- Development of teacher leaders;
- Teacher access to data documenting student progress in expository literacy skills.

***Final***

- Increased college readiness;
- Increased teacher proficiency in teaching academic literacy;
- Changes in policy and practice for equity and access for secondary students;
- Improved expectations of student performance through teacher collaborative practices;
- Improved academic literacy.

Results thus far show that these schools have increasing English EAP participation as well as percentage of students exempt from the English Placement Test at the end of their 11<sup>th</sup> grade. CAPP plans to complete an external evaluation of the program and release results and recommendations in 2011-12.

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

MDTP is an intersegmental 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 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

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\$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. In 2009 CAPP and MDTP contracted with the Department of Economics at UC San Diego for a study of the impact of MDTP on student performance on the California Standards tests. The results which will be published in 2010-11 indicate that the use of MDTP led to gains in achievement for students. The study also examines the ways MDTP is used, such as voluntarily by individual teachers, mandated by districts, continuous over years or as part of a summer program and whether its use improves course assignment of students.

In 2009-10, electronic versions of MDTP test were made available using the Daskala platform. The online platform provides the ability to review and analyze results in a variety of ways including individual student, class and school wide. The results identify a number of characteristics, such as: length of time a student spent on an individual item; what were the chief distracters (why did students select a particular answer); and the capacity to group item results around content strands. This additional diagnostic information allows teachers and professional development providers to target instruction and professional development to specific content areas.

MDTP enhances opportunities for California students to learn mathematics by providing students 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 2009-10, 8,034 middle and high school teachers in 23,406 classes requested scoring for over 571,729 tests. Of the 10 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)***

CAPP completed the final evaluation and policy report on grants to 10 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. This report *“How Lower Performing Schools Can Help Students Pass the High School Exit Exam and Prepare for College: Promising Practices from the CAPP CAHSEE Initiative”* was published in January 2009 and is available from the CAPP website [www.calstate.edu/capp](http://www.calstate.edu/capp). This report contains valuable lessons about improving high schools and student performance.

The report describes CAPP’s six-year initiative with 10 lower performing high schools to improve their California High School Exit Exam pass rates and improve student academic preparation for college. All 10 of these schools are in low-income areas and have an Academic

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Performance Index (API) placing them in the lower half of California high schools. The student body in four schools is more than 80% Latino, two schools are more than 25% African American, one school was 79% Native American, one school was 64% Caucasian and the remaining schools had a more equal mix of student groups.

The report contains the following findings:

- Improvements at the CAPP Schools included: 1) enhanced academic support systems for students; 2) increased teacher collaboration around curriculum and instruction; 3) improved standards-based curriculum and instruction; 4) creation of a more academic school culture; 5) increased teacher leadership, professionalism, and satisfaction; and 6) increased accountability for high student achievement.
- The 10<sup>th</sup> grade CAHSEE pass rate for English learners, Latino and African Americans at the CAPP schools improved and surpassed the statewide rate, especially on the math portion of the test.
- Initially the overall 10<sup>th</sup> grade CAHSEE pass rates at the CAPP schools was lower than 10<sup>th</sup> grade pass rates statewide, but by the end of the 12<sup>th</sup> grade, CAPP school students were almost as likely as students statewide to have passed the CAHSEE.
- The percentage of CAPP school graduates successfully completing the full A-G sequence increased from 23% in SY 2001-02 to 29% in SY 2006-07.
- By the end of the six-year initiative CAPP school graduates matriculated directly to CSU at approximately twice the rate as they had during the first years of the initiative, and at the same rate as high school graduates statewide.

During the six-year period of this grant, each of the ten 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.

### ***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 organization connects the many successful regional collaboratives committed to increasing student access and success in college. Since then, ARCHES has provided small grants to encourage the creation of regional collaboratives which public school and higher education professionals, business executives, leaders of community organizations, and staff from parent-centered alliances together to impact student academic performance and preparation for college. Currently, 27 ARCHES collaboratives exist that involve more than 100 schools, school districts, and county offices of education, 40 community colleges, 18 campuses in the California State University, campuses in the University of California, and four independent colleges and universities who are collaborating with local business and community groups to improve measurable student results. CAPP committed \$150,000 in 2009-10 to help support ARCHES

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work with new regional collaboratives and to hire an Executive Director. For more information about ARCHES, visit [www.arches-cal.org](http://www.arches-cal.org).

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

The High School Leadership Initiative is a five-year project designed to build administrator and teacher leadership capacity and to improve teaching and learning at school sites. This means developing the academic leadership capacity among administrators and teachers to transform a struggling school into a successful school. Eleven lower-performing high schools were selected to represent California's geographic and cultural diversity and have been participating in the project since 2007-08. Under this initiative each high school principal receives mentoring and support from a successful former school administrator/educator (called a CAPP Partner), an annual grant of \$50,000 to support leadership development at the school, and becomes part of a support team made up of the 11 high school principals, their CAPP Partner and CAPP staff. Baseline data including CST scores, a-g completion rates, Early Assessment Program passage rates, as well as teacher surveys of site leadership are collected each year.

Preliminary results indicate positive improvement at these schools. Over the first three years, Academic Performance Index (API) scores at nine of the schools have either grown or been maintained. However, as the Adequate Yearly Progress (AYP) goals have increased over time more of the HSLI schools are unable to meet them, which is consistent with most schools in California. Five of the schools have increased California High School Exit Exam (CAHSEE) English-Language Arts (ELA) passage rates and six have increased their CAHSEE ELA proficiency rate each year of the grant. Similarly, seven have increased the CAHSEE math passage rates and five the proficiency rate during the grant period.

In 2009-10 CAPP developed a logic model and evaluation design which will result in annual evaluation reports and recommendations. A final report with recommendations to educators and policy-makers is planned for release in 2012-13.

### ***Recent Publications***

#### **Program in America and California Exploration**

This book, by PACE founder and former California Secretary of Education Gary Hart, is a chronicle of the development of the PACE program at Kennedy High School in Sacramento. It is a practical tool with lessons learned and a guide for high school administrators, teacher leaders and parents who want to create college preparation programs.

[http://www.calstate.edu/CAPP/publications/docs/UCP\\_CAPP\\_PACE-acc.pdf](http://www.calstate.edu/CAPP/publications/docs/UCP_CAPP_PACE-acc.pdf)

#### **Stories from Schools**

A collection of case studies highlighting school improvement initiatives supported by the California Academic Partnership Program. Case studies are written by high school educators and educational partners who worked with underperforming urban and rural high schools in California. Each case study is accompanied by commentaries that offer an additional perspective on the story being told.

<http://www.ucpress.edu/book.php?isbn=9780615277318>

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### **Tasha Goes to University**

This beautifully illustrated booklet depicts the journey through secondary school and the first year of college for an American Indian student who is a member of the Yurok Tribe.

<http://www.calstate.edu/CAPP/publications/docs/TashaGoesToUniversity-acc.pdf>

### **Tasha Comes Home**

This beautifully illustrated booklet is a continuation of Tasha's passage. Tasha Comes Home continues the journey of Tasha, a Yurok Indian, who finds success in two worlds. After graduating college she decides that teaching would provide her with a meaningful way to give back to her community.

<http://www.calstate.edu/CAPP/publications/docs/TashaComesHome-acc.pdf>

### **What it Takes to Create an Effective Homework Center in Your School**

This 8-minute DVD and the accompanying pamphlet present simple, powerful strategies schools can implement to create successful Homework Centers and extend learning time for their students.

[http://www.calstate.edu/CAPP/publications/docs/Effective\\_Homework\\_Ctr-acc.pdf](http://www.calstate.edu/CAPP/publications/docs/Effective_Homework_Ctr-acc.pdf)

**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 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 2009-10, five CSU campuses participated in CAMP, receiving funding totaling approximately \$1.4 million. CSU CAMP programs worked with 382 schools serving more than 7,833 students.

**Funding Source:** Federal, Lottery, other

Cost per student: \$179

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## College Making It Happen (CMIH)

In 2009-10, eight CSU campuses participated in the College Making It Happen program receiving funding totaling to approximately \$30,475. Campuses sponsoring the CMIH program worked with 392 schools and 5,456 students.

Funding Source: General Funds, Lottery Funds and Other Funds

Cost per student: \$6

## Center for Community Engagement

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. Despite budget cuts and furloughs, the CSU was still able to increase the number of service-learning opportunities for CSU students. During the 2009-2010 academic year, 133 new service-learning courses were created and more than 2,588 service-learning courses were offered system wide, providing opportunities for nearly 70,000 CSU students to participate in service learning, a 5,000-student increase.

In these economically challenged times, California State University students – often the neediest students, - continue to make a difference across the state of California, and especially in those communities surrounding the 23 CSU campuses. The California State University was the first higher education system in the country to establish a system office supporting service learning and community engagement.

During 2009-10, CSU campus community engagement and service-learning programs worked with 839 schools and served 35,495 students enrolled in K-14 receiving funding totaling approximately \$1.0M.

Funding Source: State General Funds, lottery, other

Cost per student: \$28

## CSUMentor

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

One 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 planner can be used to identify courses for the student to take to make certain that all CSU curriculum entrance requirements are satisfied prior to high school graduation. With 24-hour access, seven days per week on CSUMentor, students and families can plan a course of study at a time convenient to their household schedules. High school counselors can advise students more effectively when students have accessed CSU information through CSUMentor.

The data that students enter in their CSUMentor.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 campuses selected by the student.

The CSU contracts with XAP Corporation to maintain CSUMentor. The cost for 2009-10 was \$1,042,339. This year, more than 368,378 students established new accounts. A total of 657,701 applications were submitted via the CSUMentor system from October 21, 2009 to October 19, 2010.

### CSUMentor Activity Summary

	2009*	2010**	Change
Total Visits	6,459,860	6,532,875	73,015 more
Total Page views	149,391,966	122,164,222	27,227,744 fewer
Total Hits	1,327,840,293	1,386,049,275	58,208,982 fewer
Average Visits Per Day	18,196	17,947	249 fewer
Average Page View Per Day	420,822	335,616	85,206 fewer
Average Hits Per Day	3,740,395	3,807,828	67,433 more
Average Page views Per Visit	23	18.70	4.30 fewer

\*2009 usage data from 11/1/08 – 10/21/09 (Urchin 5 and Urchin 6 reports combined)

\*\*2010 usage data from 10/21/09 – 10/19/10 (Urchin 6 reports, only)

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## Early Assessment Program (EAP)

In collaboration with the California Department of Education (CDE) and the State Board of Education (SBE), the California State University developed the EAP to provide students, their families, and high schools the opportunity to assess 11<sup>th</sup> grade student readiness for college-level English and mathematics, 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 11<sup>th</sup> grade California Standards Test (CSTs) in English-Language Arts, Algebra II, and Summative High School Mathematics plus 15 additional multiple-choice questions and a written essay. The spring 2009 administration was the sixth year that the EAP was available to all students enrolled in 11<sup>th</sup> grade who were eligible to take the 11<sup>th</sup> grade CSTs in English and the CSTs in Algebra II and Summative High School Mathematics.

As noted in the Executive Summary of the 2009-2010 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 11<sup>th</sup> 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 12<sup>th</sup> 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 11<sup>th</sup> grade students, the response to the EAP has been overwhelming.

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## English EAP Results: Spring 2010

Nearly 378,870 high school juniors have received an "early signal" (84% participation rate) of their readiness for college English. This represents a significant increase from 2009 when 366,925 juniors opted to take the voluntary assessment. Of these 378,870 students, 21% were assessed as college-ready: an increase from 16% in 2009.

## Math EAP Results: Spring 2010

Approximately 178,667 (77% 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 57% were judged to be ready for college-level work in mathematics. This represents an increase in the number of students taking the test from 169,473 in 2009.

In 2009-10, each CSU campus promoted the Early Assessment Program within its assigned service areas. CSU allocated \$8 million from existing CSU resources to cover the costs of the 11<sup>th</sup>-grade assessment and scoring, outreach to all California high schools, development and implementation of the 12<sup>th</sup>-grade Expository Reading and Writing Course and teacher professional development. Each CSU campus receives \$100K to provide outreach and marketing services on the EAP program to the local service areas totaling \$2.3M. A total of 380,837 juniors voluntarily participated in EAP.

Funding Source: State General Funds

Cost per student: \$6

## 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 2009-10, 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

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## 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. Fourteen campuses host 17 Talent Search programs serving approximately 14,471 students with combined annual budgets of \$5,227,679. 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 2009-10, fourteen campuses received ETS TRIO funds serving approximately 14,471 students and had a combined annual budget of \$5,227,679.

Funding Source: Federal

Cost per student: \$361

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## 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 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.

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.

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*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.

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.

Six CSU campuses have been designated as the fiscal agent for GEAR UP Partnership Grants totaling more than \$14,798,846 million since 2005. CSU campuses are also participants in other partnership grants for which a local school district is the fiscal agent. CSU GEAR UP programs work with 52 schools that serve 17,319 students.

Funding Source: Federal Funds

Cost per student: \$854

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## “How to Get to College” Poster

The California State University’s award-winning “How to Get to College” poster program continues to be an important component of the CSU’s comprehensive outreach/retention strategies that aim to help students, parents, teachers and administrators better understand what is required to prepare for and succeed in college. The poster serves as a road map and outlines the steps students need to take from 6<sup>th</sup> through 12<sup>th</sup> 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, Tagalog, Hmong, Russian 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 6<sup>th</sup> through 12<sup>th</sup> 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 continue to expand its distribution. The relevance of the poster’s content is demonstrated by its inclusion in the materials for highly visible and successful outreach events such as the CSU/AT&T Road to College Tour and CSU’s Super Saturday College Fair and Super Sunday outreach events. These posters and handouts are also used and adapted into preparation pieces by other colleges and universities throughout the country.

The CSU, with the generous support of the Boeing Corporation is able to keep content current, replenish inventory and refresh the look to ensure students and families continue to receive college preparation information in formats that are usable and relevant.

CSU distributed 190,029 posters and handouts in 2009/2010.

Funding Source: State General Funds, Other Funds

Cost per student: \$0.02

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## 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 10<sup>th</sup> grade. More encouraging, 54 percent complete the CSU and UC college preparatory high school course pattern consisting of 15 courses. Of MESA high school graduates, 57 percent enrolled in college as math, science, or engineering majors.

Ten of 21 MESA pre-college sites and nine of 12 MESA engineering program centers are located on CSU campuses. Fifty-nine percent of MESA's pre-college students were served by centers located on CSU campuses, and for the past five years, more than twenty-five percent of MESA high school graduates have enrolled at a CSU campus. Nearly 50 percent of MESA community college students transferred to CSU campuses.

In 2009-10, ten CSU campuses participated in MESA, receiving funding totaling approximately \$1.9 million. CSU MESA programs worked with 185 schools serving 8,545 students

Funding Source: State General Funds  
Cost per student: \$222

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## 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 Under-served communities. Under this partnership program, parents are receiving training and resources to become advocates for their children's education children's education. The project's mission is 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 campus ID cards, follow-up presentations, serve on PIQE advisory boards, identify schools, have informational tables at these schools, and specific visits by campus presidents to PIQE participants.

In 2009-10, 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 121 schools serving 8,700 parents. In addition, CSU campuses sought additional funds totaling \$134,190 to support activities targeted at children of PIQE parent participants. These activities include campus tours and programming. This makes the total annual funding of \$709,190 for 2009-10.

Funding Source: State General Funds, Other

Cost per Participant: \$81

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## Super Saturday

In 2010, the CSU campuses participated in the Super Saturday College Fair to provide students and parents from the African American community with information on admissions, financial aid, and EOP, EAP and scholarship programs. More than 1,500 parents and students participated in the event hosted at the by CSU Dominguez Hills campus. CSU campuses worked with local African American churches and to attract and served more than 1,000 students and parents from the Greater Los Angeles Area.

CSU Super Saturday received funds of approximately \$6,826. In addition, CSU Dominguez Hills made a substantial in-kind contribution of staff, campus facilities, and resources.

Funding Source: State General Funds

Cost per Participant: \$4.50

## Super Sundays

CSU is working with churches in the Los Angeles Basin, 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 that become eligible to attend a four-year university. In February/March 2010, CSU held “Super Sundays” at 45 churches in Los Angeles, reaching more than 56,000 people. In the Bay Area, CSU “Super Sunday” programs were held at 56 churches reaching more than 45,000 people. Ten other churches were visited as part of year round outreach by selected campuses to bring the total of church visits to 101 churches for the year.

CSU campus presidents, members of the Board of Trustees, and members of the Board of Governors speak during the church service about how to get to college. At the end of the service, the participating campuses distribute materials and answer questions from community members about college preparation, admittance, retention and graduation. CSU’s “Steps to College” posters were distributed to more than 35,000 parents, grandparents and students. This program has resulted in the identification of a contact person at every church who is dedicated to help family’s acquire college knowledge and understand the steps to 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 \$11,050. 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.

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## “Es El Momento” with Univision

Organized by Univision in partnership with the California State University and many other education and nonprofit organizations, “**Es el Momento**” Education Fair was held on Oct. 9 to inform Spanish-speaking parents about California's education system. The event's name states in Spanish, “The Time is Now.”

Held at California State University, Dominguez Hills, the fair attracted 27,000 participants interested in learning about a typical education journey from pre kinder to university level. CSU is teaming up with the media giant Univision and over one hundred other higher education institutions, K-12 educators and community organizations to produce “**Es el Momento**” the largest education fair in the western United States.

At the fair, parents see hundreds of people wearing college T-shirts. Workers and volunteers proudly display logos of Cal State campuses, UCLA, USC, Stanford and others.

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

### **Two Cultures: Different Expectations**

American schools have the expectation of parental involvement. Yet, immigrant parents whose formal education often doesn't go past the 6th grade don't 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.

Funding Source: Significant in kind by the CSU system, CSU Dominguez Hills and other CSU campuses in terms of staff time, travel expenses, materials, campus facilities and other resources.

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## Troops to College

The CSU has pledged to work with Governor Schwarzenegger and California's military commanders to reach out to military men and women who are on active duty and who are exiting the service to facilitate their transition to college. In spring 2006, 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 more than 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 more than 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 16 percent are female. Ninety-six percent of exiting veterans are enrolled in the Montgomery GI Bill, but only 50 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.

In addition to the efforts mentioned above, the CSU implemented the Veterans Admission program, which provides admission access for transitioning military veteran students to all CSU campuses. Working closely with generals and admirals of the United States Marine Corps, United States Navy, United States Air Force, United States Army, United States Coast Guard, and the California National Guard, each campus admits up to five veterans upon the recommendation of the general or admiral of each military branch, using only military and leadership experience as admission criteria. A total of 115 admission positions were available under this program across the 23 CSU campuses. Candidates were screened, interviewed, and accepted by their respective branch leadership, reviewed by the CSU Office of the Chancellor, and admitted to the campus chosen by the student or the military installation. There were a total of 43 veterans admitted to the program for the fall of 2010.

Funding Source: General Funds, Lottery, Federal

Total Students: 1,964

Total Funding: \$103,813

Cost per student: \$53

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## 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. Sixteen campuses host 25 Upward Bound programs serving approximately 2,062 students with combined annual budgets of \$10,140,154. The following CSU campuses host one or two programs: Chico, Dominguez, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Pomona, San Bernardino, San Diego, San Jose, San Luis Obispo, San Marcos, and Sonoma.

During 2009-10, sixteen campuses received UB TRIO funds serving approximately 2,062 students and had a combined annual budget of \$10,140,154.

Funding Source: Federal Funds  
Cost per student: \$4,918

## 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.

Three campuses host Upward Bound Math and Science Programs serving approximately 202 students with combined annual budgets of \$1,013,415. The following campuses host UBMS programs: Chico, Los Angeles, and Pomona. Programs in mathematics and science often have higher costs as well as greater benefit.

During 2009-10, five campuses received UBMS TRIO funds serving approximately 366 students and had a combined annual budget of \$1,821,348.

Funding Source: Federal  
Cost per student: \$4,077

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

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

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.

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. 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

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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 campus have developed unique programs to their region that serve the needs of transitioning students.

In 2009-10, CSU campuses offered transitional programs and received funds totaling approximately \$4.0 million. CSU campuses worked with more than 2298 schools and served approximately 30,645 high school and community college students.

Funding Source: State General Funds

Cost per student: \$131

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

In 2009-10, all 23 CSU campuses developed, implemented, and administered 467 outreach programs at more than 4,171 K-12 schools, serving 726,217 students\*.

In addition, seventeen CSU campuses reported the coordination of 112 outreach programs at 487 community colleges\* serving approximately 66,780 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 \$15.2 million serving approximately 792,997 students.

Funding Source: State General, Federal, Private, and Lottery

Cost per prospective student: \$19

*\* 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

#### ***Biology's "Students in Action" program***

Provide science and environmental education to K-14 students at Biology's BioTrek Learning Centers, The Rain Bird Rainforest, Ethnobotany and Aquatic Biology Learning Centers. Community Service-Learning activities are performed by Bio 488S, Interpretation of Science students.

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### ***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 8<sup>th</sup> Annual competition for middle school students who planned and built successful and sustainable business models.

### ***Cali Calmecac after-school science program***

This program at Sonoma seeks to generate interest in science and engineering fields by exposing students to robotics using Lego's Mindstorm kits. These kits allow students to build robots with a wide variety of controllability and functionality and to program them using a scaled down MOD of National Instruments Lab View environment. Students also participated in a field trip where they toured the campus and experienced a short Physics lab on acoustics.

### ***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.

### ***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.

### ***East Bay Initiative***

Designed to promote higher education in areas where low income, first generation, college-bound students from the East Bay and surrounding areas primarily reside. The main focus is to provide students with information, resources and mentorship to make college attainable, so they can one day use their education to "give back" to younger generations.

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## ***Education 101: Introduction to Elementary Education***

For the past 8 years, CSU Channel Islands has partnered with the Ocean View School District to place students in elementary classrooms for a full-immersion service-learning experience. Multiple sections of the course are conducted at two elementary schools with large populations of English Learners and free lunch recipients. Per semester, the program involves approximately 600 elementary school children, 40 CI students and 20 classroom teachers.

In participating classrooms, the teacher and two CI students form a team. The CI students provide tutoring and Big Sister/Big Brother guidance one morning each week for three hours over a 13-week period. Immediately following the classroom experience, CI students meet with their professor at the site for an hour to reflect on their service-learning experiences. The aim of the experience is for CI students to learn to serve and serve to learn. In providing learning assistance to potentially at-risk learners and support to classroom teachers, CI students have the opportunity to decide if they have the professional disposition for teaching.

## ***EXCEL Youth***

The EXCEL Youth Enrichment Program, now in its 26th year, offers students entering 4-9th grade accelerated classes that are designed to foster curiosity and involvement. Held on the Sonoma State University campus, utilizes college labs, guest speakers and field trips. Professional, mentor teachers who are experts in their field teach all EXCEL classes. EXCEL has approximately 950 enrollments per year in its spring and summer programs. EXCEL also has a volunteer high school teaching assistant program which provides community service credit to talented students and works closely with regional high schools.

## ***Hobson's in association with National Scholarship Service for African American students***

Today's National Scholarship Service provides a range of offerings, including Student-College Interview Sessions [SCIS], scholarship search programs, early awareness programs, community educational forums, career and educational counseling services, and scholarship management services. Through these services and many others, the National Scholarship Service works toward its mission of helping and inspiring disadvantaged people as they look for their place in society.

## ***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 Troops to College statewide initiative supported by Governor Schwarzenegger. To this end, CSU campuses have actively

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participated in military college fairs and other events. These activities range from representing CSU campuses at local military college fairs providing pre-admission advising, coordinating efforts between the military/veteran and the campus Veteran's Affairs Liaison, helping the troops understand the application process and determining which documents are needed, and referring 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.

### ***Mathematics Intensive Summer Session (MISS)***

The Mathematics Intensive Summer Session (MISS) at Fullerton was designed to assist young female students from middle and high schools to enhance their mathematic skills thereby supporting their achievement in high school college preparatory coursework.

### ***NIH Spectrum Program***

The Spectrum Program 1) Brings together teams of SFSU biology students and local middle and high school teachers to offer afterschool science clubs targeted at middle and high school girls of color in the Bay Area to educate them on women's health issues and biomedical research being conducted by SFSU researchers who are women of color, and 2) Aims to establish a mentoring community of girls and women of color with interests in biomedical research who are undergraduates, graduate students, local doctoral students and faculty.

### ***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.

### ***PRIME California Math Science Partnership***

SFSU, SFUSD and Lawrence Hall of Science partner to offer partner-led and pedagogical professional development for 4th and 5th grade teachers. Professional development focuses on math content and the achievement gap.

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### ***Project LASSO (Linking Academic Success with Student Outreach)***

CSUN students trained by the CSUN Tutoring Program provides in-class tutoring to the 10th and 11th grade students in Math, English and ESL classes at James Monroe High School. The program currently has 25 tutors

### ***Project UPBEAT (University Preparation By Early Academic Training)***

Outreach program for middle school students at San Bernardino. The program is set to plant the seed in students' minds about the possibilities of higher education through professor lectures, involvement in campus events and recognition at the end of the program.

### ***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.

### ***RISE University and Science Exposure Academy***

7-day Tour of Universities, Support Programs, Science Activities, Research Facilities, and Leadership Workshops

### ***Renaissance Scholars Program (for Former Foster Youth)***

Renaissance Scholars Program is designed to recruit, support, and retain former foster youth between the ages of 17-23 at CSU East Bay.

### ***Senior Seminar***

Prepares graduating high school seniors interested in STEM majors for successful final year of high school.

### ***Summer Enrichment (Residential) Program***

Six weeks of course work on CSUN campus (residential and commuter sessions), college visits, STEM focused courses and workshops. Learning outcome focused.

## **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 112 community colleges in the state of California.

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## 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 CCCs (112) 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 University (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 one community college and served approximately 50 students.
- **Dual Admissions Program (DAP)**  
This program is an agreement between CSUSB and participating community colleges (i.e., Riverside Community College, Victor Valley Community College, San Bernardino Valley, Chaffey Community College, etc.) and serves to assist students in completing their general education requirements at their junior college prior to transferring to CSUSB. Incentives are provided to students who participate in the DAP.
- **Every-day is Veterans Day at the CSU**  
This is a joint conference between Northern California CSU campuses. Those who provide services to former and current members of the military specifically Community College and community based representatives are invited to a host CSU campus to learn

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about military transfer credit, community support service providers, and network with CSU campuses. Students are also invited to bring their transcripts for an official review.

- **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 six community colleges and served approximately 2,000 students.

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

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

- **CSU Community College Counselor Conferences**

This system wide 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 112 CCCs in the state and approximately 1,500 participants.

## Summary

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



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