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<td>Summary</td>
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INTRODUCTION

The California State University is the largest four-year university system in the country, with 23 campuses, approximately 417,000 students and 46,000 faculty and staff. The CSU’s mission is to provide high-quality, affordable education to meet the ever-changing needs of the people of California. Since the system’s creation in 1961, it has awarded about 2 million degrees, and currently awards approximately 84,000 degrees each year.

The CSU plays a critical role in preparing outstanding candidates for the job market. CSU graduates help drive California’s aerospace, healthcare, entertainment, information technology, biomedical, international trade, education, and multimedia industries. The CSU confers 65 percent of California’s bachelor’s degrees in business, 52 percent of its bachelor’s degrees in agricultural business and agricultural engineering, and 45 percent of its bachelor’s degrees in computer and electronic engineering. The CSU also educates the professionals needed to keep the state running. It provides bachelor’s degrees to teachers and education staff (87 percent), criminal justice workers (89 percent), social workers (87 percent) and public administrators (82 percent). Altogether, about half the bachelor’s degrees and a third of the master’s degrees awarded each year in California are from the CSU.

One key feature of the CSU is its affordability. For 2005/06, the CSU’s systemwide fee for full-time undergraduate students was $2,520. With individual campus fees added in, the CSU’s total fees averaged $3,164, which is the lowest among any of the CSU’s comparison public institutions nationwide. Approximately half of the students who attend CSU receive financial aid.

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 are commuters,
- 44 percent are independent from their parents,
- Nearly two in five have dependents,
- Four out of five have jobs, and 36 percent work full time,
- About one in five is in the first generation in their family to attend college,
- 40 percent come from households where English is not the main language spoken, and
- 54 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.

Additionally, CSU students are closely connected and committed to the communities in which they live. More than 185,000 CSU students participate in community service annually, donating nearly 30 million hours, the minimum wage equivalent of $200 million.
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 (detailed in the following pages), Trustees adopted a systemwide initiative to help students graduate, as well as set out a clear path for lower division transfer students from community colleges. These initiatives have remained a priority for the CSU particularly as many of its freshmen are from traditionally underrepresented communities. Many CSU freshmen are also the first in their family to attend college. CSU has made the success of these students a systemwide priority with the overall goal of increasing students’ graduation rates and reducing the time taken to graduate.

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

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

Accountability

One of the defining characteristics of the CSU as a public institution is its commitment to accountability and self-assessment. As the institution of higher learning that prepares more than 60 percent of the state’s teachers, the CSU conducts a comprehensive teacher evaluation each year that assesses, with input from principals and administrators, the performance of CSU credentialed teachers in the classroom. The CSU’s Early Assessment Program, which tests 11th graders ability to perform college level math and English, was created by the CSU to help provide students with an “early signal” about their preparation for college, but also to help decrease the remediation of students arriving at CSU campuses. Each year, the CSU publicly reports the results of both the EAP, as well as progress toward student proficiency in these subjects.

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

Public/Private Partnerships

Public-private partnerships are vital for higher education. In today’s economy, higher education is more important than ever. According to the Census Bureau, a college graduate’s lifetime earnings ($2.1 million) are almost double that of a high school graduate. But a higher degree is more than just a ticket to a better job. It can improve the economic situation of both individuals and their communities. That is why it is in everyone’s interest – communities, businesses, and educators – to help students succeed in school and pursue the highest degree they can. The future success of the country’s economy is inextricably linked with the educational attainment of its students.
Given this conviction, the CSU recently sought to measure its impact, economic and otherwise, on California’s businesses and communities. A comprehensive study of the CSU and its campuses found that CSU-related expenditures create $13.6 billion in economic activity, support 207,000 jobs and generate $760 million in state taxes in a year. The report also found that the state of California reaps a four-fold benefit from every dollar it invests in the CSU. CSU’s work is tightly bound to that of its local communities and economy. Essentially, CSU sees itself as building bridges – building continuity across the spectrum from education, to the economy and workforce, and to the community. This is one of many reasons CSU is engaged in extensive outreach programs.

A good place to start this discussion is at the very beginning of the education-workforce continuum, in the public schools. Given that the public schools are the source of nearly all CSU students, the CSU spends a great deal of time building bridges with its state’s K-12 partners. Specifically, CSU has been reaching out to middle and high schools to try to help more students prepare for and get ready to succeed in college.

Currently, approximately two-thirds of California’s K-12 students are students of color. CSU believes the future of higher education in this country depends on its ability to reach those students of color and students from traditionally underrepresented groups that have not yet been reached. CSU’s systemwide and campus outreach programs are designed to reach all students in the communities in which they live.
EXECUTIVE SUMMARY

California State University (CSU) outreach and student academic preparation programs provide information and academic support to California’s diverse population of elementary, middle, and secondary students. Student academic preparation programs target students who are disadvantaged educationally and economically, who are enrolled in public K-12 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 K-12 students, advise K-12 students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus, and provide retention services to students after they enroll in CSU. All of these services are offered through a variety of systemwide and campus-based initiatives and programs that are described in this report, *The CSU K-12 Student Academic Preparation and Outreach Programs 2005-2006 Year-End 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-12 can collaborate to help expand access to underserved students and how to help students to prepare academically for the rigors of college. The Secretary of Education’s Commission report describes how the California State University collaborated successfully with California’s K-12 partners to develop and implement the statewide assessment and outreach programs:

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

Additionally, CSU is raising awareness of college opportunities by reaching future students where they are—in their homes, their churches, and their communities. Partnering with community leaders and the state’s K–12 system, administrators are targeting low-income and minority students and putting higher education within their reach. For the 54 percent of CSU’s 405,000 students who are racial or ethnic minorities, initiatives such as visits by campus presidents to the largest African-American churches in Los Angeles and Oakland areas, and partnerships with Latina mothers of elementary school children show the university system’s commitment to bringing underrepresented populations into higher education. An informative "How to Get to College" poster available in English, Spanish, Vietnamese, Korean, and Chinese outlines step-by-step advice on how students and parents can begin getting ready for college as early as the sixth grade. These posters have been
distributed to the state’s middle and high schools and contain helpful information on the admission process, applying for financial aid, and appropriate courses to take in high school to best prepare students for collegiate-level learning. Finally, the system has a dedicated Web site (http://www.csumentor.edu) to help students and families navigate the college admission and financial aid application processes. (“A Test of Leadership: Charting the Future of U.S. Higher Education,” The Secretary of Education’s Commission on the Future of Higher Education, September 2006, page 17)

Summary of Student Academic Preparation and Outreach Program Activity Report 2005-2006

K-12 Students Served: 519,713

- Elementary school students: 46,621
- Middle school students: 63,956
- High school students: 409,136

K-12 Schools Served: 5,467

- K – 5: 814
- 6 – 8: 564
- 9 – 12: 4,089

Students, Parents, Families, Community Members and Organizations:

- 535,000

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

- CSU Early Assessment Program (EAP) English: 210,000
- CSU Early Assessment Program (EAP) Mathematics: 134,000

Total Funds Spent:

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<th>Amount</th>
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<tr>
<td>Lottery Funds</td>
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<td>Federal Funds</td>
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<td>Other</td>
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<tr>
<td>Total</td>
<td>$70.6 million</td>
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</table>

A statistical summary by program is provided on page 10 followed by a description of each CSU systemwide student academic preparation program. In addition to these systemwide programs, campuses have developed and implemented additional outreach, retention, and student academic preparation programs that meet the special needs of the students in their regions.

Questions about this report may be directed to Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802-4210. Mr. Jones can also be reached at (562) 951-4744 or ajones@calstate.edu.
## CALIFORNIA STATE UNIVERSITY
### K-12 STUDENT ACADEMIC PREPARATION AND OUTREACH PROGRAMS
#### SUMMARY

<table>
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<tr>
<th>School Grades</th>
<th>America Reads/Counts</th>
<th>CAMP</th>
<th>CSL</th>
<th>EAP</th>
<th>EOP Outreach</th>
<th>GEAR UP</th>
<th>Kids to College</th>
<th>MESA</th>
<th>Super Sundays</th>
<th>PIQE</th>
<th>Summer Bridge</th>
<th>Poster</th>
<th>How to Get to College</th>
<th>TRIO Programs</th>
<th>Other</th>
<th>Total</th>
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<td><strong>Schools Served</strong></td>
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<td>1,115</td>
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<td>75</td>
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<td>39</td>
<td>797</td>
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<td>5,467</td>
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<td>33</td>
<td>79</td>
<td>12</td>
<td>0</td>
<td>255</td>
<td>564</td>
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<td><strong>9-12</strong></td>
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<td>1,115</td>
<td>846</td>
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<td>71</td>
<td>8</td>
<td>797</td>
<td>935</td>
<td>4,089</td>
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<td><strong>Students Served</strong></td>
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<td>9,041</td>
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</table>

1. EAP numbers represent campus outreach efforts to promote the EAP program. The number of students who took the exam is higher.
2. Numbers reported under PIQE include both parents and students.
4. “Other” represents 169 campus-based outreach programs. Descriptions of representative examples are provided in this summary report.
5. The number of schools and students served is duplicated because one school may host multiple programs, and students may participate in more than one program.
6. Includes students, parents, families, and community members.
7. Includes distribution to K-12 schools, students, parents, families, and community organizations that request posters. Printed in five languages: English, Spanish, Chinese, Vietnamese, and Korean.
### Funding Source Summary

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>GENERAL FUNDS</th>
<th>LOTTERY</th>
<th>FEDERAL</th>
<th>OTHER</th>
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<td></td>
<td></td>
<td>$2,600,000</td>
<td></td>
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<td>Community Service Learning</td>
<td>$1,800,000</td>
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</tr>
<tr>
<td>CSUMentor</td>
<td></td>
<td>$900,600</td>
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<tr>
<td>Early Assessment</td>
<td>$5,100,000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EOP Outreach</td>
<td>$1,400,000</td>
<td></td>
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</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
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<td>GF and Community Organization Support. Funding will be reported beginning 2006-2007.</td>
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<tr>
<td>GEAR UP</td>
<td>$8,287,000</td>
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<tr>
<td>“How to Get To College” Poster</td>
<td>$200,000</td>
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<td>$50,000 from Boeing</td>
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<td>Kids to College</td>
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<td></td>
<td>$50,000 from Sallie Mae Foundation</td>
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<td>MESA</td>
<td>$2,100,000</td>
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<tr>
<td>Parent Institute for Quality Education</td>
<td>$250,000</td>
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<td>Summer Bridge</td>
<td>$3,000,000</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Super Sunday</td>
<td>$12,000</td>
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<tr>
<td>TRIO Programs</td>
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<td>$23,780,000</td>
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<td>Troops to College</td>
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<td>Spring 2006: Statewide Intersegmental Task Force Developed Implementation Plan.</td>
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<tr>
<td>All Other Programs</td>
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<td>TOTAL</td>
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<td>$1,671,100</td>
<td>$36,167,000</td>
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America Reads is a grassroots national campaign that seeks to challenge every American to help children learn to read, including English Language Learners and students with disabilities. America Reads sparks collaborations between educators, parents, librarians, business people, senior citizens, college students, and community and religious groups. America Counts is a multifaceted Federal initiative that focuses on six strategic areas: equip teachers to teach challenging mathematics through high-quality preparation & on-going professional growth, provide personal attention and additional learning time for students, support high-quality research to inform best practices of mathematics teaching and learning, build public understanding of the mathematics today's students must master, encourage a challenging and engaging curriculum for all students based on rigorous standards, and promote the coordinated and effective use of Federal, State, and local resources.

In 2005-06, fourteen CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately $1.5 million. CSU America Reads/Counts programs worked with 216 schools and served 10,314 students.

Funding Source: Federal Funds
Cost per student: $145

The California Academic Partnership Program (CAPP) was established by the California State Legislature in 1984 for the purpose of developing cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college. CAPP is administered by the Trustees of the CSU, in cooperation with the Regents of the University of California, the Board of Trustees of the California Community Colleges, and the Superintendent of Public Instruction. CAPP awards grants to partnerships between K-12, community colleges, CSU, UC, independent colleges, and business and community interests. CAPP grants support development of strengthened curriculum and improved classroom instruction that lead to improved academic preparation and motivation of middle and high school students to attend college. While CAPP helps schools by awarding grants and providing direct assistance, its most important purpose is to inform educators and policymakers about what they learn from their grantees. CAPP is also the primary source of support for the 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 works with schools with academic performance below the state average, with low college going rates, and with high percentages of students from groups underrepresented in California higher education. CAPP focuses on developing, identifying, and evaluating practices and programs that have demonstrated success and disseminating this information statewide. To this end, all CAPP projects are required to spend resources on data collection and evaluation. In addition, CAPP contracts with external evaluators to assess annually the progress of its projects.
CAPP receives funding totaling $3.5 million. Approximately $900,000 supports the MDTP activities and the remainder supports CAPP’s annual work with 20 to 30 high schools and their feeder middle schools.

Since 1984 CAPP has funded more than 100 intersegmental projects involving hundreds of faculty/teachers and thousands of high school students. In the current year, CAPP is funding projects in 20 high schools as well as supporting the Mathematics Diagnostic Testing Project and the Alliance of Regional Collaboratives to Heighten Educational Success (ARCHES). Descriptions and data on some of CAPP's major projects are described below.

**California High School Exit Exam Project (CAHSEE)**

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

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

CAPP’s primary objective is to identify and disseminate specific practices and activities that these schools have used to improve student academic performance. To this end, CAPP worked with these schools to identify their activities and analyze their data such as number and percent of students taking the SAT and scoring above 1000, a-g completion rate by ethnicity, enrollment rate in Algebra I, Geometry and Algebra II, as well as performance of their students on CSU’s EPT and ELM placement exams. Having identified successful practices, CAPP then uses conferences and publication to disseminate this information. The recent book *Inside High School Reform* describes the lessons learned from working with these and other schools and is a recent example of CAPP’s dissemination strategy.

CAPP also just released a report on lessons learned from ten high schools’ experience preparing students for success on the California High School Exit Exam (CAHSEE). As a group, the CAPP schools performed well on the CAHSEE, making better progress over the past few years than comparable schools and the state as a whole. CAPP concludes that low-performing schools, with additional resources and a clear focus, can make real progress in increasing students’ academic performance. While CAHSEE pass rates improved substantially, the schools did not raise the percentage of students who meet the fifteen college preparatory class requirements for admission to UC or CSU (also known as the (a) through (g)), nor did they improve their SAT scores during the past few years of CAPP support. This report speculates why this is true, concluding that intensive pressure to improve tests scores often leads schools to seek short-term strategies at the expense of more thoughtful, long-term approaches to improving student learning. The report also highlights several of the school practices that make a difference in the long term.

**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 the California Academic Partnership Program (CAPP) is $900,000 annually and provides MDTP materials and services without cost to California’s middle schools and high schools. In addition, both CSU and UC provide $60,000 annually to support the MDTP faculty work group, which writes the exams and oversees the program.

CAPP supports the use of MDTP tests because teachers report the tests are a valuable classroom tool that allows them to work more effectively with individual students and also assess the needs of the entire class. The project enhances opportunities for California students to learn mathematics by providing them and their teachers with indications of how well students have mastered the material and what they need to know in order to continue their study of mathematics.

Statewide, approximately 6,738 middle and high school teachers in 1,392 schools from 409 districts requested scoring for over 574,133 tests. Of the ten exams available, Algebra Readiness is the most popular. It is noteworthy that low performing schools and high performing schools use MDTP exams at a higher rate than schools performing in the 30th to 70th percentile range.

CAPP Expository Literacy Grant Program

In 2005-06, CAPP awarded grants to ten high schools for a three-year period to improve the readiness of diverse high school graduates for the academic literacy required by bachelor’s-level college/university coursework. This program is built on the coursework and assessments made available by CSU’s Early Assessment Program. CAPP expects these schools to achieve the following outcomes:

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

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

CAPP has been a major partner supporting the annual P-16 Partnership and Student Success Conference held at CSULB for the last six year. The conference brings together 400 to 600 teachers, faculty and administrators from all the educational segments to share collaborative work that has impacted student academic performance and preparation for college. Out of this conference and an evaluation study funded by CAPP, (Raising Student Achievement Through Effective Education Partnerships), education leaders have developed a broad cohort of educators and business people who supported the creation of ARCHES, a statewide voluntary organization to connect the many successful regional efforts that exist and promote new regional partnerships. CAPP has committed $250,000 annually for three years to support grants to create regional collaboration focused on improving student achievement and college readiness.

CAPP Funding Source: State General Funds
Cost per student: variable depending on the guidelines (RFP) which define the school project but ranges from $1.50 per student using MDTP assessments to $200 per student at a high school with fewer than 500 students participating in the CAPP CAHSEE project.
**College Assistance Migrant Program (CAMP)**

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

In 2005-06, six CSU campuses participated in CAMP, receiving funding totaling approximately $2.6 million. CSU CAMP programs worked with over 206 schools serving over 7,153 students.

Funding Source: Federal Funds  
Cost per student: $363

**Community Service Learning**

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 students. According to a recent survey, nearly 42% of CSU students focus their service efforts on education and tutoring services. Through service-learning courses, student clubs, and grant-funded programs, CSU students are playing an important role in preparing and mentoring pre-college students. As a result of the diverse number of efforts, the CSU is illustrating its public purpose in meeting the educational needs of local communities.

During 2005-06, CSU campus Community Service Learning Programs worked with 464 schools and served 26,584 students enrolled in K-12 receiving funding totaling approximately $1.8 million.

Funding Source: State General Funds  
Cost per student: $67

**CSUMENTOR**

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

The most exciting aspect of CSUMentor is the module that sets it apart from many other products available nationwide: the High School Student Planner. The Student Planner allows California high school students to establish their data profile, free of charge, which contains personal, demographic, and academic information. The CSUMentor Student Planner can be used to identify courses for the student to take to make certain that all CSU curriculum entrance requirements are satisfied prior to high school graduation.
By providing 24-hour access, seven days per week on CSUMentor, students and families can plan a
course of study at a convenient time to their household schedule. High school counselors can advise
students more effectively when students have first accessed CSU information through CSUMentor.

For students who established a Student Planner, data already entered into the Student Planner will be
transferred automatically to the CSU admission application. Students can apply to several CSU campuses
through CSUMentor by entering information once. When the student submits the electronic application,
it is forwarded to each campus to which the student has applied.

The response to CSUMentor has again exceeded CSU’s expectations. Students report that the CSU
information presented in CSUMentor is useful in planning for college, that the electronic application is
easy to complete, and that they appreciate the availability of 24-hour accessibility. High school counselors
have expressed excitement about the extensive information provided on each campus and the
development of the student planner.

The CSU contracts with XAP Corporation to maintain CSUMentor. The annual cost is $900,632. In the
last year, over 452,000 students established new accounts, an 8.4% increase over the prior year. A total of
722,565 prospective applicants used the electronic application to apply to the CSU. In addition, there was
a total of 1.8 million hits to the site during the October/November filing period. This is a total of 2.9
million users.

### CSUMentor Activity Summary

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sessions</td>
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</tr>
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</tr>
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<td>Average Hits Per Day</td>
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<tr>
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</tr>
<tr>
<td>Average Length of Session</td>
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<td>14:56 minutes</td>
<td>&lt;30 seconds&gt;</td>
</tr>
</tbody>
</table>

**Session:** A series of hits to the site.
**Pageview:** A request to the web server by a visitor’s browser for any web page. This
excludes images, JavaScript, and other generally embedded file types.
**Hit:** Any successful request to a web server from a visitor’s browser.

Funding Source: Lottery Funds
Cost per student: Accounts: $2 per user
                     Applicants: $1 per applicant
                     Hits: .50 cents per hit
In collaboration with the California Department of Education and the State Board of Education, the California State University developed the EAP to provide students, their families, and high schools the opportunity to assess 11th grade student readiness for college-level English and mathematics, i.e. skills that students who choose either to enter college or the workforce directly out of high school will need to be successful. The EAP consists of questions from the 11th grade California Standards Test (CSTs) in English-Language Arts, Algebra II, and Summative High School Mathematics plus fifteen additional multiple-choice questions and a written essay. The spring 2006 administration was the third year that the EAP was available to all students enrolled in 11th grade who were eligible to take the 11th grade CSTs in English and the CSTs in Algebra II and Summative High School Mathematics.

As noted in the Executive Summary of this 2005-2006 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 K-12 partners to develop and implement the statewide EAP program:

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

All 11th grade students are encouraged to participate in the EAP because the EAP provides valuable information to the high school about student readiness for college level English and mathematics, and the EAP report enables the student, family, and high school to identify the student’s need for additional preparation in English and mathematics while still enrolled in high school. As appropriate, working with high school counselors and teachers, students have the opportunity to enroll in mathematics classes in 12th grade or participate in web-based mathematics interactive tutorials. They may also enroll in English classes that include additional instruction in expository reading and writing, essential skills that high school teachers have identified as necessary for success not only in English but across the curriculum.

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

**English EAP Results: Spring 2006**

Nearly 210,000 high school juniors (50%) have received an "early signal" of their readiness for college English. This represents a significant increase from 2005 when 186,000 juniors opted to take the voluntary assessment. Of these 210,000 students, 23% were assessed as college-ready (compared to 23.5% of the 186,000 last year). Of these students, 25% were judged to be ready for college-level work.
Math EAP Results: Spring 2006

Approximately 134,000 (72% of all high school juniors eligible to take the California Standards Test in math) opted to complete the CSU’s voluntary EAP. Slightly more than 55% were judged to be ready for college-level work in math. This represents an increase in both the number of students taking the test (from 119,000 in 2005), as well as the percentage of students eligible (69% in 2005) to take the CST who volunteered for the EAP. There was a slight decrease (from 56% in 2005) in the number of students found to be college-ready due to the significant increase in the number of students who took the voluntary test.

EAP: New Website Design

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

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

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

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

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

In 2005-06, all CSU campuses promoted the Early Assessment Program across California. CSU redirected $3.9 million in academic outreach funds and $1.2 million (total of $5.1 million) from other CSU resources to cover the costs of the 11th grade assessment and scoring, outreach to all California high schools, development and implementation of the 12th grade Expository Reading and Writing Course, and teacher professional development.

Funding Source: State General Funds
Cost per student: $36
EDUCATIONAL OPPORTUNITY PROGRAM (EOP)
K-12 OUTREACH

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

During 2005-06, CSU campus EOP outreach programs worked with 908 schools and served 51,705 students enrolled in K-12 receiving funding totaling approximately $1.4 million.

Funding Source: State General Funds
Cost per student: $26

FOSTER YOUTH

In 1996, the California Legislature called upon the CSU and the California Community Colleges (CCC) to expand access and retention programs to include outreach services to emancipated foster youth in order to encourage their enrollment in a CSU or a CCC. The CSU and the California Community Colleges were asked to review housing issues and to provide technical assistance to assist those prospective foster youth students in completing admission applications and financial aid applications for students who voluntarily disclosed their status as emancipated former foster youth.

The Independent Living Program (ILP), administered by the California Department of Social Services (CDSS) through the local county social services departments and through the CCC, enables eligible foster youth to achieve self sufficiency prior to leaving the foster care support system by providing independent living skills assessments and providing services based on them. The ILP coordinators work with local area CSU campuses and county foster youth programs to provide outreach and student services.

CSU campuses developed programs that addressed the special needs of foster youth enrolling on their campuses, including special attention to counseling foster youth about housing opportunities available on campus and in the local community during the summer preceding enrollment, Thanksgiving vacation, winter recess, and spring break.

Campus programs are committed to supporting ambitious, college-bound students exiting the foster care system. Foster youth are provided a comprehensive program that contributes to the quality and depth of the student's university experience. It serves as a resource for young adults by assisting in their development and equipping them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.
Difficult situations and backgrounds have left some foster care youth with significant hardships in their lives. Many of these young people have overcome these challenges. While their academic performance in high school has qualified them to meet CSU admission standards, as wards of the court, these foster care youth become emancipated at age 18 and are forced to make a difficult transition to adulthood often without traditional family support.

Each fall semester campuses provide special support to emancipated foster youth such as an orientation to university life, year-round, on-campus housing, on-campus student employment opportunities, one-to-one counseling, peer and faculty mentoring, financial aid application assistance, assistance with off-campus employment in career fields, and post-graduation career planning and assistance.

Funding Source: State General Funds, Community Organizations

**GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)**

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

California State University Chancellor Charles B. Reed

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was authorized in the Higher Education Amendments of 1998 to provide low-income middle school students the skills, encouragement, and academic preparation needed to enter and succeed in high school and postsecondary education through partnerships between schools, universities, the private sector, and community organizations. GEAR UP provides six-year grants to states and partnerships to strengthen academic programs and student services at participating high-poverty middle and high schools. GEAR UP partnerships supplement rather than supplant existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grants. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP state grant funds may be used to provide college scholarships to low-income students.

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

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

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

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

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

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

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

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

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

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

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

**Eligibility**

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

Eleven CSU campuses have been designated as the fiscal agent for GEAR UP Partnership Grants totaling over $112 million since the inception of the program in 1999. These partnerships include at least one
low-income middle school and at least two other partners. CSU campuses are also participants in other partnership grants for which a local school district is the fiscal agent. For example, four CSU campuses are participating in five 2005 partnerships: CSU Long Beach is a participant in a partnership grant awarded to the Bellflower Unified School District; CSU Northridge, with two partnership grants awarded to the Los Angeles Unified School District (LAUSD); CSU Dominguez Hills, with LAUSD; and San Diego State University with Sweetwater Unified School District.

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

### Initial Year CSU Partnership Grants Awarded

<table>
<thead>
<tr>
<th>CSU CAMPUS</th>
<th>1999</th>
<th>2000</th>
<th>2002</th>
<th>2005</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield</td>
<td></td>
<td></td>
<td></td>
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<td>Total of Initial Year Grants</td>
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Grand Total of $111,941,556 is the minimum level of funding received in the partnership grant because some campuses may have received an increase in a subsequent year.


### State GEAR UP Grants

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

According to the U.S. Department of Education website, several California State University GEAR UP projects have shown significant improvements in reducing the achievement gap among the target population. For example, San Jose State University reported an 89% increase from the prior year in the number of students served through GEAR UP who qualified and applied to four-year colleges and universities. The Northridge campus saw an increase of 60% while the San Marcos program graduated over 300 parents from its partnership with the Parent Institute for Quality Education.
CSU GEAR UP programs work with 75 schools that serve 37,366 students.

Funding Source: Federal Funds  
Cost per student: $324

**“HOW TO GET TO COLLEGE” POSTER**

CSU publishes a “How to Get to College” poster. For the next wave of California’s students, many of whom are the first in their families to go to college, planning information is critical. The CSU created this popular poster, which describes for middle and high school students (grades 6 –12) and their families the steps they need to take to prepare and apply for college and financial aid. The poster, which has served as a model for similar publications at universities across the country, won a silver medal in the CASE Circle of Excellence International competition.

For the last six years, CSU has distributed copies of the poster in English and Spanish to middle and high schools throughout California. CSU partnered with Boeing to create additional English/Spanish versions of the poster and expand the distribution to local libraries and youth organizations. Most recently, CSU also printed and distributed copies of the poster in Chinese, Korean, and Vietnamese.

CSU distributes 1,300,000 posters annually.

Funding Source: State General Funds ($200,000), Boeing Corporation ($50,000)  
Cost per student: $0.20

**KIDS TO COLLEGE**

The CSU partnered with the Sallie Mae Foundation and the Tomas Rivera Policy Institute on a grant to support “Kids to College.” This program assisted sixth grade students in underserved communities to learn what is required to prepare for and how to succeed in college.

In 2005-06, two campuses participated in the first year of this three-year pilot program. Each campus received $25,000 and together served 2,000 students.

Funding Source: Sallie Mae Foundation

**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 California legislature, corporate contributions, and grants.

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

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

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

In 2005-06, eight CSU campuses participated in MESA, receiving funding totaling approximately $2.1 million. CSU MESA programs worked with 181 schools serving 9,041 students.

Funding Source: State General Funds
Cost per student: $232

PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)

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

In 2005-06, ten CSU campuses participated in PIQE, receiving funding totaling approximately $250,000. CSU PIQE programs worked with 39 schools serving 2,090 students and parents.

Funding Source: State General Funds, PIQE, Community Organizations
Cost per student: $119
SUMMER BRIDGE PROGRAM

Summer Bridge Program is a comprehensive support program that increases the retention and graduation of “high-risk” students who are disadvantaged educationally and economically by providing an intensive residential program during the summer prior to matriculation. High-risk disadvantaged students are defined as those who score in the lower quartile of the EPT and ELM exams or whose high school transcripts indicate that their academic preparation needs strengthening. This program assists incoming freshmen to prepare for the rigors of university work. It typically consists of a five-week residential program that assists EOP incoming freshman in making the transition from high school to the university. Summer Bridge offers courses in math, writing, science, and ethnic studies. In addition, academic advising, tutorials, workshops, and other activities are also included in the five-week experience. Participants live in the residence halls at no cost to students. Participants benefit from personalized attention, individualized instruction, and accessibility to campus resources. Summer Bridge students complete remedial course work before enrollment; improve mathematics and language skills; attend study skills seminars; attend an exciting variety of on-campus lectures, cultural entertainment and special events; receive introductions and invitations to join various student clubs and organizations; work with professionals interested in helping students grow as individuals and students; establish a personal support system by meeting new friends; learn from current students who have overcome personal and academic challenges; network with faculty, staff, and other members of the campus community; and gain confidence to meet the challenges of attending a university and participate in a full and rewarding college experience.

In 2005-06, seventeen CSU campuses offered Summer Bridge programs receiving funding totaling approximately $3 million. CSU campuses worked with 797 schools and served 1,948 high school students.

Funding Source: State General Funds
Cost per student: $1,500

SUPER SUNDAYS

CSU is working with churches in the Los Angeles and Oakland areas that serve large African-American congregations in an effort to increase the pool of African-American students, particularly male, to be eligible to attend a four-year university. In spring 2006, CSU held “Super Sundays” at eight churches in Los Angeles, reaching over 20,000 people. In the Bay Area, CSU “Super Sunday” programs were held at ten churches reaching over 15,000 people. CSU’s “Steps to College” posters were distributed to over 20,000 parents, grandparents and students. This program has resulted in the identification of a contact person at every church who is dedicated to college knowledge and college preparation. Previously, only one church had a contact person for higher education.

The cost of materials that were distributed was approximately $12,000. Staff time and campus travel costs are not included in this total.

Funding Source: State General Funds
Congress established a series of programs to help low-income Americans enter college, graduate and move on to participate more fully in 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, where neither parent graduated from college. The following section describes each of the TRIO programs that are hosted by CSU campuses:

**The Educational Opportunity Centers (EOC) program** provides counseling and information on 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. Two campuses (Fresno and Long Beach) host EOC programs serving approximately 2,100 students with combined annual budgets of $539,014.

**The Ronald E. McNair Postbaccalaureate Achievement** program awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. The goal of McNair is to increase the attainment of the Ph.D. by students from underrepresented segments of society. Ten CSU campuses host McNair programs serving approximately 243 students with combined annual budgets of $2,338,103: Bakersfield, Dominguez Hills, Fresno, Fullerton, Long Beach, Pomona, Sacramento, San Bernardino, San Diego, and San Jose.

**The Student Support Services (SSS) program** provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education. The SSS program may also provide grant aid to current participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. Twenty CSU campuses host 22 SSS programs serving approximately 2,253 students with combined annual budgets of $6,769,638: Bakersfield, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Pomona, Sacramento, San Bernardino, San Marcos, Stanislaus, San Diego, San Francisco, San Jose, San Luis Obispo, and Sonoma.

**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 14,150 students with combined annual budgets of $5,079,740, an increase of $714,679 from the previous year of $4,365,061: Bakersfield, Channel Islands, Chico, Fresno, Fullerton, Humboldt, Long Beach, Monterey Bay, Northridge, San Marcos, San Diego, San Jose, San Luis Obispo, and Sonoma.
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. Thirteen campuses host 19 Upward Bound programs serving approximately 1,564 students with combined annual budgets of $7,316,664: Chico (2 programs), East Bay, Fresno (2 programs), Fullerton, Long Beach (2 programs), Los Angeles (2 programs), Monterey Bay, Pomona (2 programs), San Diego (2 programs), San Jose, San Luis Obispo, San Marcos, and Sonoma.

Upward Bound Math and Science program allows the Department to fund specialized Upward Bound math and science centers. The program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and encourages them to pursue postsecondary degrees in these fields. Five campuses host Upward Bound Math and Science Programs serving approximately 262 students with combined annual budgets of $1,341,353: Chico, Los Angeles, Pomona, San Diego, and Sonoma.

The TRIO Dissemination Partnership program was authorized by the Higher Education Amendments of 1998, which provides the opportunity to expand and leverage the success of the TRIO programs through this program. TRIO grantees, with proven and promising programs and practices now have the opportunity to work with other institutions and community-based organizations that are serving low-income and first-generation college students but do not have TRIO grants.

In authorizing this new program, the Congress has provided a means for increasing the impact of the TRIO programs in order to reach more low-income, first-generation college students. This program, designed to encourage the replication of successful practices of TRIO programs, can provide occasion and incentive for institutions and agencies to adapt demonstrably valuable TRIO program components, practices, strategies, and activities. Two campuses host TRIO Dissemination Partnership programs collaborating with a total of 7 partners and combined annual budgets of $395,921: San Diego and San Jose.

Funding Source: Federal Funds
Cost per student: $992

TROOPS TO COLLEGE

The CSU has pledged to work with Governor Schwarzenegger and California’s military base commanders to reach out to military men and women who are on active duty and who are exiting the service to facilitate their transition to college. In spring 2006, the Governor announced the formation of the Veterans Education Opportunities Partnership, now named “Troops to College,” which creates a model for veterans’ education by developing an academic outreach, admission, and enrollment plan that targets and assists the approximately 60,000 California veterans exiting military service each year. The partnership consists of senior administration officials, military leaders, and leaders of the CSU, UC, and the CCC system. The partnership will seek to work cooperatively to provide education opportunities to veterans who are California residents or who are stationed in California at the time of their exit from the military.
The total active U.S. Military force includes 1.42 million men and women of whom 160,000 (11.2 percent) come from California. Approximately 175,000 active duty men and women are stationed in California. An additional 25,000 serve in the Reserves. The Montgomery GI Bill education benefit is the number one reason American men and women enter the U.S. military. Therefore, each member of the military pool of over 200,000 men and women serving in California is a potential candidate for admission to one of California’s 109 California Community Colleges, 23 CSU campuses, and 10 UC campuses.

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

Funding Source: State General Funds, Armed Forces

ALL OTHER PROGRAMS

In 2005-06, twenty CSU campuses developed, implemented, and administered 169 outreach programs in 1,462 K-12 schools, serving 162,240 students. These programs were tailored to meet specific regional needs that 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 funding was approximately $17.8 million.

Funding Source: State General Funds
Cost per student: $109

COMPACT FOR SUCCESS

Compact For Success is a strategic partnership with 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.

I’M GOING TO COLLEGE

The I’m Going to College program was developed by the California Association of Student Financial Aid Administrators (CASFAA) in the late 1980’s. The program was designed to simulate the first day of college for fourth-grade students. A curriculum is prepared in advance and taught by the fourth-grade teachers six to eight weeks in advance of “attending college for the first time.” During this six to eight week period, the CSU staff members present a “recruitment” talk to the fourth graders in which the students are encouraged to “apply” to college and for a financial aid “scholarship.” The outreach staff
members take the “applications” back to their respective campuses and two weeks later the students receive an “offer of admissions” to the campus signed by the respective CSU president. The students are then invited to attend their first day of college on a specified day.

When the fourth grade students arrive on campus, they are given campus identification cards, their “scholarship” checks, a schedule of classes, and are ushered to the bookstore to “purchase” their books, backpacks and other school materials including reading books appropriate for their school grade level and dictionaries. The students attend several classes, have lunch and their picture taken with a cap and gown. A few weeks after the program, parents are invited to the elementary school where the CSU outreach staff members give a short presentation on how the day went and answer any questions they may have.

*I'm Going to College* is designed to promote college attendance at an early age, inspire students to believe in their potential for college, create an awareness of the benefits of a higher education, and describe financial aid options available to them. Several campuses have adopted this program funded by community organizations and elementary school sources. The cost per student is approximately $50.

**PATHWAY TO COLLEGE**

This campus outreach program involves campus representatives who visit K-12 schools to introduce elementary and middle school students to the opportunities available at a CSU campus, 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 for K-12 students as part of their early outreach program activities.

**RESIDENTIAL INTENSIVE SUMMER EDUCATION PROGRAM (R.I.S.E.)**

The Residential Intensive Summer Education Program is designed to conduct a five-day, four-night summer program for first-time freshmen. The goal of R.I.S.E. is to assist students with becoming connected to the University and its programs and services, which will make the transition to college easier. Approximately five CSU campuses offer similar programs to assist students to transition from high school to college.

**SERVICE EXPERIENCES FOR REVITALIZING EDUCATION (SERVE)**

The Service Experiences for Revitalizing Education program creates an opportunity for students at the undergraduate level, in particular for those who are considering careers in K-12 education, to learn about the realities of urban and rural classrooms and the needs of the diverse K-12 student population. SERVE program interns work with students individually and in small groups to provide academic support and encourage personal growth. It is through this involvement that students assess their career goals and provide direct service to students and teachers in grades K-12 and their communities.

Several CSU campuses offer a variation of this program under a variety of program titles.
STEP TO COLLEGE PROGRAM

The Step to College Program was originally instituted in 1986 in San Francisco to promote higher education among underrepresented students who would otherwise not have the opportunity or the financial support to attend a college.

Step to College empowers students with the belief and the knowledge that they can accomplish educational goals, which they may not have considered to be within their reach. The program has helped to increase the high school graduation rates of disadvantaged students, assist students to make a successful transition to higher education, and increase university retention rates. The bonds these students form with classmates and faculty at the high school level are carried over to the university level where they are strengthened through formal mentoring and tutoring program.

High school students may apply to the Step to College Program during their junior year of high school by completing a one-page Step to College application. The program offers two courses for high school seniors: Orientation to Education during the fall semester and Critical Thinking & Decision Making in Education during the spring. Both courses are taught by San Francisco State University Professors who travel to the various high schools to teach Step to College students. Students learn the skills necessary to transition from high school to the university. Upon satisfactory completion of these courses, students receive university credit that is transferable to the California State University system.

SUMMARY

All systemwide and campus outreach programs and partnerships serve as launching pads from which CSU is able to create new initiatives. They allow CSU to identify and meet the ever-changing needs of California’s vital industries. The end result is better preparation of students who are ready to enter college or enter 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.