



EDUCATIONAL PARTNERSHIPS:

Eliminating Barriers to College Access and Success

2016–2017 ANNUAL REPORT

Dear Friends –

The California State University is pleased to introduce the *Educational Partnerships: Eliminating Barriers to College Access and Success 2016–2017 Annual Report*. In this report, you will read how we are harnessing the power of innovation and community engagement to better reach students in the diverse communities that we serve.

The CSU is driven by the belief that a student’s chances of graduating should not be determined by their circumstance, background or status, but by their willingness to work hard and our determination to help them achieve their goals. That is why I am so passionate about Graduation Initiative 2025, our signature effort to improve student success, increase graduation rates and eliminate equity and achievement gaps.

We are more than one year into this initiative and students are already reaping the benefits through increased access to courses, faculty and advisors. But, to truly close persistent equity gaps, we must focus our efforts on connecting with students – both those already enrolled and those who will follow behind.

Through partnerships with P-12 schools, community colleges and faith-based and community organizations, the CSU is extending the reach of traditional college readiness efforts. These partnerships allow us to reach deeper into our most vulnerable communities to provide students and families with information on preparing for college.

Once these students are enrolled, CSU faculty and staff are using innovative tools and data to collaborate on how we better reach and support these students – ensuring they are successful, earn a degree and are well positioned for their future.

In the past year alone, the CSU has reached 164,000 Californians through these community partnerships. For these students, this outreach can mean the difference between attending college and not even applying – or between dropping out and crossing the commencement stage.

Indeed, because of the work and positive impact of our many partners and colleagues across California, I know that future generations of students – regardless of circumstance, background or status – will be successful at the California State University.



Timothy P. White
Chancellor



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THE CSU TODAY

95 PERCENT

OF ALL ENROLLED STUDENTS
CAME FROM CALIFORNIA SCHOOLS

49 PERCENT

OF UNDERGRADUATES ARE
RECIPIENTS OF A PELL GRANT

MORE THAN HALF

OF CSU STUDENTS ARE
STUDENTS OF COLOR

ONE-THIRD

OF UNDERGRADUATES ARE THE
FIRST IN THEIR FAMILIES TO
ATTEND COLLEGE

INTRODUCTION

This report highlights the California State University's (CSU) partnerships with the community, P-12 schools, school districts, community colleges and businesses to address opportunity gaps in the education system. The programs highlighted in this report increase the academic preparation of students who have been historically underrepresented in higher education and are low-income. Participation in the programs is open to all students.

Programs developed through partnerships are addressing critical gaps in student support. Through both internal and external partnerships, the CSU is demonstrating promising outcomes, breaking down institutional silos and innovating practices to more effectively serve students.

The CSU promotes student success by providing a quality education that prepares students to lead in California's 21st century economy. As the largest senior public higher education system in the nation, the CSU remains a vital economic engine.

By 2020, it is estimated that two-thirds of job openings in California will require a college degree. To keep pace with the growing demand for skilled workers, all students must have an equal opportunity to access a quality degree and the promise of upward mobility. CSU campuses lead national rankings on upward mobility across the nation.

An Upward Mobility Top 10

Colleges ranked by percent of students from the bottom fifth of the income distribution who end up in the top three-fifths.

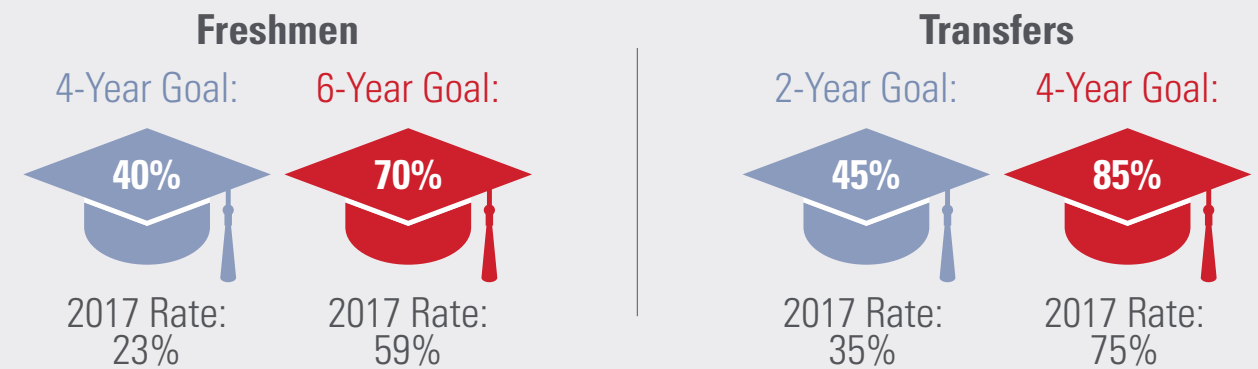
1. NEW JERSEY INSTITUTE OF TECHNOLOGY \$13,434	85%
2. PACE \$41,120	82%
3. CALIFORNIA STATE UNIVERSITY, BAKERSFIELD \$5,472	82%
4. UNIVERSITY OF CALIFORNIA, IRVINE \$11,220	81%
5. CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA \$5,472	81%
6. XAVIER OF LOUISIANA \$10,297	80%
7. STONY BROOK \$8,430	79%
8. SAN JOSÉ STATE UNIVERSITY \$5,472	79%
9. BARUCH \$6,330	79%
10. CALIFORNIA STATE UNIVERSITY, LONG BEACH \$5,472	78%

Limited to colleges with at least 500 students per class and at least 10 percent of class coming from bottom fifth of the income distribution.

Source: "Mobility Report Cards: The Role of Colleges in Intergenerational Mobility", The Equality of Opportunity Project

GRADUATION INITIATIVE 2025

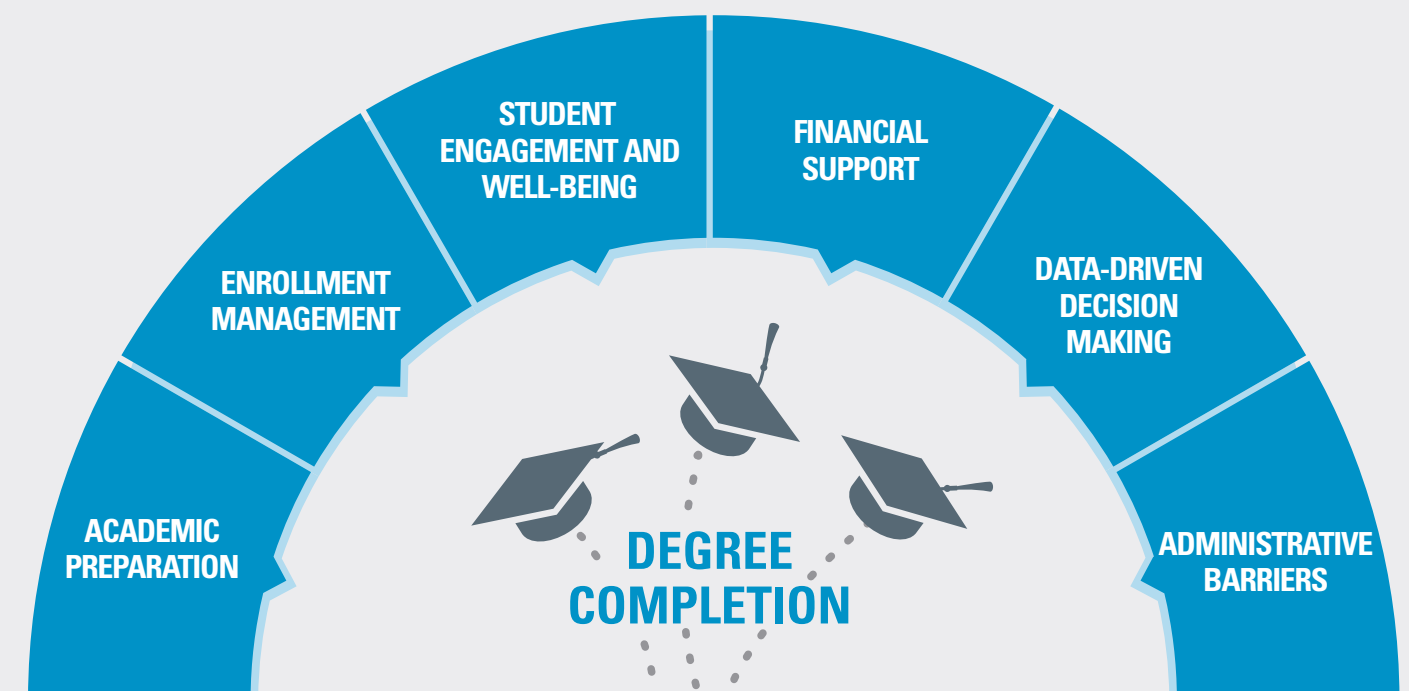
With a commitment to California's diverse students and economic needs, the CSU adopted Graduation Initiative 2025. The initiative will increase graduation rates for all students, while eliminating opportunity and achievement gaps. Through Graduation Initiative 2025, the CSU is leading the nation in developing innovative practices and removing barriers that impede student success.



Achievement Gaps: 0 Points

To achieve these goals, the CSU identified six critical areas of work: academic preparation, enrollment management, financial support, data-driven decision making, administrative barriers, as well as student engagement and well-being. Systemwide workgroups inform the progress in each area, while similar groups on CSU campuses inform the progress as it relates to their own students. The CSU has been progressively aligning policies and internal systems to support the goals of Graduation Initiative 2025.

Partnerships are critical to all areas of work supporting Graduation Initiative 2025. This report highlights how partnerships are supporting academic preparation for college success.





PARTNERSHIPS AND INNOVATION

In 2016–2017, the CSU launched a grants program to support strategic partnerships with underserved communities. A total of \$1.3 million was awarded to support innovative strategies that fill gaps in college readiness. In total, more than 20 programs were initiated throughout the CSU. The partnerships highlighted in this report strengthened collaboration and maximized local resources to support students as they progress toward graduation.

To ensure incoming first-time students were best prepared for college, the grant programs filled knowledge gaps in five key areas:

1. CSU admissions and the A-G requirements;
2. College-readiness in math and English;
3. Student aid and finances;
4. Transfer pathways from the community college to the CSU, particularly the Associate Degree for Transfer program; and
5. The importance of completing 15 units each semester.

By increasing the knowledge of prospective students and their families, these programs are increasing college readiness. Within the CSU, internal collaborations are creating programs that provide a seamless transition of support for students as they progress toward graduation.

The request for proposal (RFP) process was developed with this student transition in mind. CSU faculty and staff were invited to submit proposals addressing specific equity gaps aligned with their campus strategic plan for student success. Funding was allocated to proposals that most closely aligned with this purpose. Some proposals were entirely sponsored by the CSU grant, while others combined with support from other sources.



In addition to the programs, 20 professional development grants were awarded to support the growth of promising practices. This investment totaled \$45,590. Faculty and staff presented about their programs and research at the Asian Pacific Americans in Higher Education (APAHE) national conference, and the Native American Student Advocacy Institute (NASAI) among others. Additionally, several attended the Student Affairs Administrators in Higher Education (NASPA) Closing the Achievement Gap conference, reflecting their commitment to the diverse needs of the students served.

To continue developing promising practices, a webinar series was launched. Practitioners from across the CSU participated in the hour-long monthly webinars designed to support the implementation and evaluation of grant funded programs. The series included:

- Graduation Initiative and Eliminating the Achievement Gap
- Professional Development Opportunities
- College Readiness (Part I): Math and English
- College Readiness (Part II): High School and Community College Dashboards
- College Readiness (Part III): Engaging the Community and Partnerships
- College Readiness (Part IV): Advocacy
- Program Evaluation

ANNUAL IMPACT

OVER 100,000
COPIES OF "HOW TO GET TO COLLEGE"
POSTERS AND BROCHURES ARE
DISTRIBUTED BY THE CSU AND
COMMUNITY PARTNERS

6,000
PARENTS GRADUATED
FROM THE CSU/PARENT
INSTITUTE FOR QUALITY
EDUCATION (PIQE)
PARENT EDUCATION
TRAINING PROGRAM

PARTNERSHIPS IN THE AFRICAN AMERICAN COMMUNITY

Through Super Sunday and Super Saturday, the CSU has collaborated with faith-based organizations serving predominantly African American families for more than a decade. In 2017, new programs were launched throughout the state to deepen the collaboration with Super Sunday churches, while expanding to serve the broader faith community. CSU campuses also expanded targeted outreach to African American students and their families through new programs and collaborations.

NAME OF PROGRAM	LOCATION AND IMPACT
SUMMER ALGEBRA INSTITUTE	<p>Through CSU Bakersfield, the CSU delivers a culturally-based math curriculum to foster high academic achievement and college-readiness among African American students through community-based partnerships. In 2016, the algebra curriculum was provided at 17 church sites throughout the state. The program prepared 550 middle school students for high school algebra. Participating students showed a grade improvement after attending the six-week summer program.</p> <p>Through a collaboration with Southern California Edison, a year-round pilot program was initiated, enabling instructors to support Summer Algebra Institute students through the school year. The program helped students build upon lessons learned over the summer. Forty-five students at two church sites participated in the pilot program.</p>
CSU SUPER SUNDAY	<p>Each year, the CSU Office of the Chancellor coordinates the annual Super Sunday community outreach event. During the month of February, CSU leaders visit predominantly African American faith-based organizations to deliver a message about the importance of college preparation. More than 100 faith-based organizations participate, enabling more than 100,000 students and their families to hear the message throughout the state.</p> <p>CSU campuses extend their collaboration with Super Sunday faith-based organizations to other activities throughout the year. An outcome of the collaboration is the African American Honor Roll, a partnership between San Francisco State and the San Francisco Alliance of Black School Educators. Every year approximately 1,200 honor roll students, in grades 3-12, are presented with honor medallions at a ceremony with the mayor and other community leaders. The recognition encourages academic excellence and college preparation.</p>
CSU SUPER SATURDAY	<p>CSU campuses strengthen their community collaborations through regional college and career fairs. CSU San Bernardino hosted Super Saturday on campus during spring 2017. Twelve CSU campuses were represented at the event, sharing admissions and financial aid information with more than 200 students from the Inland Empire. Many of the attendees also participated in the Talent Search, GEAR UP or Upward Bound programs, through the Office of Pre-College Programs at CSU San Bernardino.</p>
TRAIN-THE-TRAINER COLLEGE READINESS BASICS COMMUNITY COURSE	<p>The Office of Parent and Community Relations at CSU East Bay partnered with the Hayward Unified School District to host an informational workshop for parents in the community. To increase attendance, parents were offered childcare and interpretation services addressing their language needs. Approximately 50 parents learned about the CSU's admission requirements and how to create a college going culture in the home.</p>

NAME OF PROGRAM	LOCATION AND IMPACT
MARTIN LUTHER KING JR. SCHOLARS PROGRAM BLACK FAMILY DAY	<p>Sacramento State developed and sponsored Black Family Day, in partnership with the Sacramento Black Chamber of Commerce, Sacramento Urban League, the Roberts Family Development Center, P-12 schools and local community colleges. The 400 high school students from the surrounding area who visited the campus learned about admission requirements.</p>
MAAFA ANCESTRAL MAPPING RETREAT	<p>This one-day retreat allowed transfer students at CSU East Bay to benefit from experiential learning by accessing fellowships, internships and other forms of applied learning. The purpose was to ease their transition into the university in a culturally relevant manner. Many of the 65 participants were identified through Umoja Communities, a nonprofit organization with chapters at community colleges across the state, or the Sankofa program at CSU East Bay.</p>
AFRICAN AMERICAN STUDENT SUCCESS CONFERENCE	<p>Fresno State hosted 500 prospective African American students for a day of inspirational presentations and college preparation activities. The conference was made possible through a partnership with Fresno area school districts. Campus student organizations demonstrated the types of activities and support available at Fresno State.</p>
KALEIDOSCOPE MENTORING PROGRAM	<p>CSU East Bay recruited campus faculty and staff to serve as mentors for African American students on campus, many of whom had never experienced a mentor who looked like them. Eighty-seven students participated in the program's first year. Through weekly gatherings, the rest of the campus community demonstrated support for the effort.</p>



PARTNERSHIPS IN THE LATINX COMMUNITY

The CSU has several long-standing community partnerships that have contributed to the success of outreach in the Latinx community. Since 2006, the CSU has collaborated with the Parent Institute for Quality Education (PIQE) to train parents on establishing a college going culture in the home. Additionally, the CSU partners with Univision Communications Inc., to support the implementation of Feria de Educacion, an educational fair hosted by three CSU campuses. These statewide efforts complement local collaborations between the CSU campuses, schools and community-based organizations to reach the largest demographic of pre-collegiate students in California.



NAME OF PROGRAM	LOCATION AND IMPACT
FERIA DE EDUCACION	Through an innovative partnership with Univision Inc., an estimated 28,000 students and families attend Feria de Educacion at CSU Northridge, Sacramento State and Fresno State. The one-day event features a book giveaway, workshops and educational resources for all ages, including a college fair focused on high school and community college students. As the largest Spanish language media company, Univision helps amplify the importance of academic preparation for college success through airtime and digital platforms. The event is supported with televised educational forums during a national week long focus on the importance of college.
PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)	For more than a decade, the CSU Office of the Chancellor has partnered with PIQE to bring parent training sessions to public schools across California. Working with 23 CSU campuses, PIQE training was delivered to 107 schools in 2016–2017, serving 6,000 parents, positively influencing the education of 18,000 students. After participating in the nine-week training program, parents reported increased knowledge of the A-G admission requirements, and understanding of the importance of a high school GPA and scores on the SAT/ACT, along with other important topics. Humboldt State implements a local parent-training program, in partnership with the Humboldt County Office of Education, reaching the diverse students of the area.
CHICANO LATINO YOUTH CONFERENCE (CYC)	On behalf of Stanislaus State, the office of Admissions and Outreach Services maintains partnerships with local school districts by participating in activities on high school campuses, supporting student clubs and organizations. Leveraging these connections, 300 high school students attended the Chicano Latino Youth Conference, exposing students to the campus and the steps needed to prepare for admissions.
LATINO EDUCATION & ADVOCACY DAYS (LEAD WEEK)	CSU San Bernardino has cultivated a strong network of educational and community leaders that come together every year for LEAD Week. Over the week, the university hosts leadership events for parents, students, faculty and community partners. The week culminates with a full day summit, discussing policy issues important to the Latinx community and education attainment. More than 2,000 people participated in LEAD Week events, with hundreds more participating online.

PARTNERSHIPS IN THE AMERICAN INDIAN COMMUNITY

Across the CSU, an American Indian Initiative Steering Committee, comprised of CSU faculty and staff, meet to discuss the practices that effectively reach American Indian students and families. By collaborating with tribal communities, CSU campuses are successfully supporting Native students from academic preparation to degree completion. To support professional growth, the CSU also sponsored Native faculty and staff to present best practices at the College Board’s Native American Student Advocacy Institute (NASAI) and the National Conference on Race and Ethnicity (NCORE). Presenters from the CSU shared historical and current trends, and strategies to reach Native populations to increase the rates of college completion.

NAME OF PROGRAM	LOCATION AND IMPACT
TUKWUT SCHOLARS	The Tukwut Scholars program supported the transition to college of newly admitted American Indian students to CSU San Marcos. Twenty-five students were guided through the admissions process. Once admitted, students were supported throughout the year at the campus Student Success Center.
NATIVE SCHOLARS TRANSITION PROGRAM	At Sacramento State, the Native Scholars Transition Program supported 43 students on their transition to college. Through the program, students were guided to a major advisor, who supported them through the class registration process.
CSUMB NATIVE AMERICAN RECRUITMENT AND RETENTION	Through Native American Students United, an on-campus student club established in 2017, and the Native Advisory Council that included external partners, CSU Monterey Bay is developing the infrastructure to support American Indian students in college. Participating students feel a greater sense of belonging to the university community. More than 140 students participated in related programs and events. A speaker’s forum was launched on campus and well attended throughout the year.
AMERICAN INDIAN RECRUITMENT	Working with tribal communities, Fresno State offers robust outreach activities, including workshops to help students reach their academic goals. Given the growing demand for these types of collaborations, Fresno State formalized its commitment with the Tule River Tribe through a memorandum of understanding. An estimated 700 students from the region’s diverse tribal communities participated in on-campus programs during the year.



PARTNERSHIPS IN THE ASIAN AMERICAN AND PACIFIC ISLANDER COMMUNITY

Through a systemwide steering committee, CSU expert practitioners have come together to identify and adopt best practices that will increase academic success among Southeast Asian and Pacific Islander students. By collaborating across campuses, best practices have emerged and grown at an accelerated pace. CSU campuses are leading innovative educational partnerships in the community, breaking down language and cultural barriers to support AAPI students in reaching their academic goals.

“Partnerships for College Readiness” is a partnership with the Full Circle Project and the Center for College Readiness at Sacramento State. We are joining with community organizations that serve underrepresented Asian American and Pacific Islander students: Hmong Youth & Parent United, Lu-Mien Community Services, Lao American Advancement Organization, and TOFA (To’utupu ‘oe ‘Otu Felenite Association, Inc.) This project will help provide local high school students with the assistance and resources needed to make a seamless transition into their first year of college.

— Timothy P. Fong, Ph.D.,
Sacramento State



NAME OF PROGRAM	LOCATION AND IMPACT
JOURNEY TO SUCCESS	Fresno State has built a successful outreach model with the Hmong community through Journey to Success. The one-day event motivates students to pursue higher education. By collaborating with the Sanger Unified School District and the Fresno Unified School District, 450 students and parents were transported to the campus, to learn about preparing for college while participating in cultural activities. For inspiration, students also met and heard from Hmong community leaders.
AAPI STUDENT AMBASSADOR AND LEADERSHIP RETREAT	CSU Long Beach, Cal Poly Pomona, Cal State LA, CSU San Bernardino and CSU Fullerton recruit and train Student Ambassadors with skills in college preparation, then work in the community to guide students and their families through the CSU admissions process. Once a year, student ambassadors from all five campuses come together for a two-day, overnight retreat on the Cal Poly Pomona campus, where they develop leadership skills through a cultural lens. Approximately 50 undergraduate students participated. Some described the experience as life changing, and walked away with a renewed sense of purpose to serve their community.
GRADUATION: PEERS AND ADVISING (GPA)	Mentoring and near-peer mentoring are well-established practices to close equity gaps among first-generation college students. At Fresno State, this practice was adopted to increase AAPI student success. By engaging both undergraduate and graduate students, the effort grew a network of support both on and off campus. Nearly 2,000 people participated in related events throughout the year, reaching a major milestone with an on-campus symposium that engaged 250 community partners, students, mentors, faculty and staff.
PREPARING FOR COLLEGE SUCCESS & CLOSING ACHIEVEMENT GAPS	Working with the Sacramento City Unified School District and community-based organizations, Sacramento State hosted the annual Lu-Mien Student Conference. The one-day event welcomed 267 middle and high school students. Students learned the admissions process through interactive workshops, highlighting the importance of preserving ethnic culture, and the importance of becoming community leaders. During the conference, students were paired with near-peer mentors to help them form a stronger connection to attend college.



INNOVATIVE EDUCATIONAL PARTNERSHIPS

New innovative collaborations have emerged, bringing together ideas and programs to have a greater impact on college-readiness. CSU campus leaders are collaborating, both internally and externally, in new ways to maximize program impact. The new approaches are creative in identifying gaps in service and complementing existing campus initiatives.

NAME OF PROGRAM	LOCATION AND IMPACT
UNDOCUMENTED STUDENT RESOURCE SUMMIT	CSU East Bay set out to inform the undocumented student population of the support and resources available on campus and within the surrounding community. The event was a true campus collaboration, as staff from Gaining Access 'N Academic Success (GANAS), the Educational Opportunity Program (EOP), Transfer Student Programs, the Office of Diversity and other allies came together to carry out the summit. The effort brought together 75 participants and served as a catalyst for continued collaboration.
PIONEERS WITH PROMISE	To inspire students to persist at CSU East Bay, the Pioneers with Promise program set out to connect alumni with students to develop a community of support on campus. The culminating event brought together 186 participants in activities supporting their personal and professional development. The connection between the Hayward community and CSU East Bay proved promising, leaving open the opportunity for further collaboration.
LEADERSHIP. EQUITY. ACCESS. DEVELOPMENT. (LEAD) CONFERENCE	CSU Long Beach worked with faculty, staff, the NAACP, Asian Americans Advocating for Justice (AAAJ), and LGBTQ Center of Long Beach to facilitate various sessions for students attending the CSULB LEAD conference. The topics included: types of leadership models, social justice awareness, enhanced communication, team building skills, and student leadership roles on campus. The goal was to inspire students to serve their communities. All of the 106 student participants were part of the EOP program on campus.
EARLY OUTREACH MATERIALS	Fresno State strengthened partnerships for student success by creating outreach materials to engage students and parents in college readiness activities. The materials included: Fresno State jeopardy, Fresno State roulette (prize wheel), participation tokens, and an array of presentations informing on the A-G requirements and financial aid. Nearly 20,000 students and parents benefit from this creative approach to college preparation during 74 campus tours, presentations and conferences between March 1, 2017–June 30, 2017.



NAME OF PROGRAM	LOCATION AND IMPACT
COUNSELOR DAY	CSU San Bernardino reached out to counselors in the Inland Empire for a day of professional development. Approximately 175 counselors received admissions information from the CSU. The information was well received, particularly the preview of the new Cal State Apply platform. The outcome was a renewed engagement with counselors, particularly those from remote areas without access to these types of learning opportunities on a regular basis.
REACHING OUR DIVERSE COMMUNITIES	CSU Fullerton set out to engage community partners across different cultural communities to increase college readiness and ease the transition to college. By coordinating and leveraging existing resources, the Office of Outreach, Recruitment and Orientation, Diversity Initiatives Resource Centers and University Advancement reached nearly 1,000 students through events, personal phone calls and campus tours.
PARTNERS PREVIEW PROGRAM	Cal Poly San Luis Obispo reached high-performing students at local high schools in underserved communities. The students attend a one-day program on the campus to learn about the university and campus life. Of the 112 participants, two-thirds were from communities historically underrepresented in higher education. Ultimately, 91 percent of the program participants applied for admissions to Cal Poly San Luis Obispo.
EAST BAY TRANSFER ACADEMY	CSU East Bay redesigned first year programs for transfer students, adding advising, degree roadmaps and other online tools to help students stay on track toward degree completion. The program served 48 students and included graduate school and career readiness activities.

Other partnerships supported through CSU Foundation:

- HENAAC Great Minds in STEM July Summit, Annual Conference and HENAAC Awards in Anaheim, California reaching thousands of college students to prepare for graduate school or careers;
- California Department of Education Foundation STEM Conference in Anaheim, California reaching thousands of P-12 STEM teachers with resources for professional development and STEM teaching;
- Chicano Latino Youth Leadership Project, Inc. (CLYLP) hosting students in residential leadership programs to prepare for college at Sacramento State and Fresno State;
- California Association of Bilingual Educators (CABE) reaching thousands of P-12 bilingual teachers and administrators; and
- Families in Schools' Statewide Alliance reaching hundreds of parents and parent educators to empower them to guide their children towards higher education.



IMPACT OF PARTNERSHIPS

In 2016–2017, the CSU invested more than \$1.3 million to strengthen educational partnerships across the state. Through these collaborations, 164,000 students and their families benefit from increased preparation for college success.

Throughout California, educational partnerships are closing opportunity gaps by providing programs that support students as they progress toward their academic goals. By coming together, partners leverage institutional knowledge and resources to address gaps in service more effectively.

The CSU is committed to strengthening educational partnerships that address equity gaps. Through Graduation Initiative 2025, data-driven tools are helping practitioners identify gaps more effectively, further strengthening their collaboration with CSU campuses. Data is also helping identify the practices that are making the biggest impact on student success.

TOTAL IMPACT (2016–2017)



163,397

PROGRAM PARTICIPANTS



\$1,318,770
INVESTMENT

CONCLUSION

To meet the needs of California’s diverse economy, it is imperative that all CSU students have an equal opportunity to complete a quality education. Through Graduation Initiative 2025, the CSU is demonstrating its commitment to eliminating barriers to degree completion. The programs featured in this report show how strategic collaborations are expanding services, and yielding culturally-responsive practices to support California’s diverse students.

The CSU has enjoyed rich relationships with the community, P-12 schools, school districts, community colleges and businesses to more powerfully support CSU bound students. As systems align in support of the ambitious goals of Graduation Initiative 2025, it is imperative that every resource available is maximized. In the years ahead, programs will be reevaluated to ensure only the most effective practices are promoted.

By collaborating across the community, promising outcomes are enabling students to transition to the CSU with the tools to succeed and compete in California’s 21st century economy.

LEARN MORE

Access information about Graduation Initiative 2025, the CSU’s ambitious initiative to increase graduation rates and eliminate equity gaps in college completion, online. The website includes actionable data that supports strong partnerships with the CSU and its 23 campuses.

calstate.edu/graduationinitiative



NEXT STEPS

In the years ahead, programs funded through grants will evolve, expanding to serve more or include other collaborators. Here is how the CSU is positioned to lead:

Year 1: 2017–2018

Increase participation across the CSU, to reach more diverse populations and have a greater impact on college readiness among California’s diverse students.

Year 2: 2018–2019

Strengthen partnerships and measures of effectiveness, to identify practices to be scaled or multiplied addressing the diverse needs of California’s students. Focus promising practices on academic readiness in math and English.

Year 3: 2019–2020

Expand measures of effectiveness and deepen collaborations. Develop communities of practice within the CSU to multiply and grow promising practices.

23 California State University Campuses



