



*“The College Place, located in Fresno’s Manchester Mall
“where shopping for college is made easy”*

Final Report submitted to:
Walter S. Johnson

Submitted by:
Central Valley Higher Education Consortium
550 E. Shaw Avenue
550 E. Shaw Avenue
Suite 100
Fresno, Ca 93710
Contact person: Cheri Cruz
ccruz@csufresno.edu
(559) 292-0576

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1. Accountability Plan.

This report demonstrates the 2009 outcomes of the College Place located in the Manchester Mall in Fresno, California. Cheri Cruz has continued as the Acting Director while maintaining her role as the Executive Director of the Central Valley Higher Education Consortium. The Central Valley Higher Education Consortium (CVHEC) is a 501C3 organization consisting of over a partnership of over 20 colleges and universities. Our board consists of college and university presidents and chancellors who provide leadership and support the College Place. To augment the College Place services, CVHEC developed the premier Central Valley college going website, www.collegenext.org.

CVHEC is excited to report that we had a very strong year in 2009. We fully met our performance goals of reaching 1,000 students and providing college going information. Additionally, we met our performance goal at 80% for those that completed counseling or coaching and completed an academic plan; this is up from last year. Moreover, we exceeded our college application goal at 1,200 youth that were counseled to complete college applications. We worked with our Consortium colleges and universities to get assistance with online applications and workshops. In-kind support such as access to staff and supplies boosted our results from last year. Additionally, we met our goal at 60% (192) students that attended a follow-up session. Consequently, we exceeded our goal of 550 youth that were counseled to enroll in 2 year or 4 year colleges; as 1,500 students were successfully counseled.

This year, we were fortunate to augment our outreach for counseling via the **Hispanic Youth Symposium** event hosted during the summer in which we counseled students from the 10 county region of the Central Valley. Lastly, we exceeded our goal to recruit and track 600 youth and will continue to track them for up to five years utilizing college interns and our college place data base. In addition, we will track students via social networking systems such as Myspace and Facebook. Additionally, college interns are piloting Twitter as a means to continue contact with College Place Participants.

1 a) Accountability Plan

Central Valley Higher Education Consortium	
What/how much we do (#) (Inputs/Capacity)	How well we do it (%) (Quality)
<p>Year 1</p> <ul style="list-style-type: none"> ○ 1,000 youth per year given college going information and complete intake form ○ 725 complete counseling or coaching academic/career plan ○ 365 attend follow up session to discuss in detail assessment plan ○ 550 complete college application to 2 or 4 year college ○ 400 will enroll in college ○ Track 400 for up to 5 years 	<p>Year 1</p> <ul style="list-style-type: none"> ○ Outreach at Center, high schools, and referrals from community and consortium members and data placed in data base ○ Follow up contact to request they complete academic/career plan ○ Schedule in depth follow up counseling/coaching session ○ Utilize Center and consortium member facilities to complete on line registrations ○ Document college registration via national enrollment website ○ Will contact via email and telephone twice yearly and will

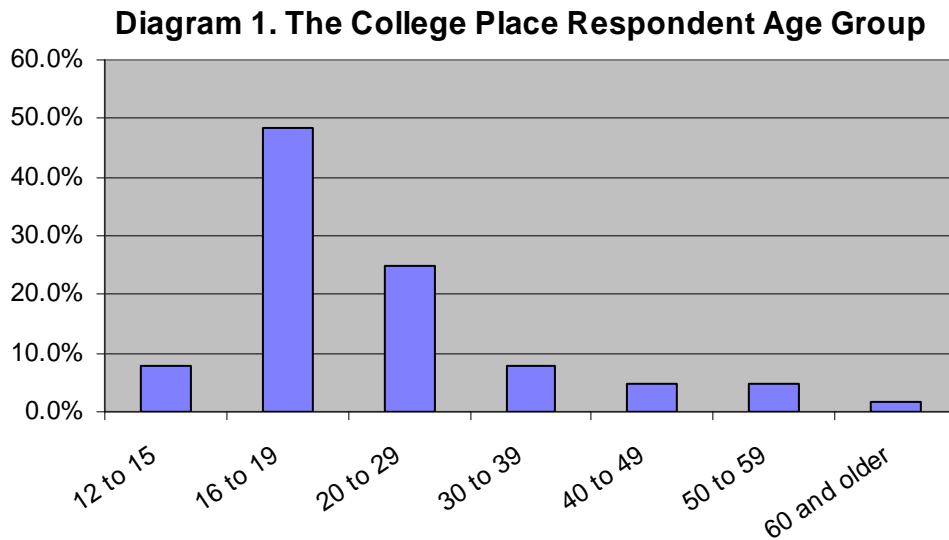
<p>Year 2</p> <ul style="list-style-type: none"> ○ Repeat Year 1 program numbers 	<p>counsel non-returning students</p> <p>Year 2</p> <ul style="list-style-type: none"> ○ Repeat Year 1 activities
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2. Lessons learned:

Since our grant began two years ago, we have learned many lessons. In terms of outreach, we learned that it is important not to rely on walk-ins. We used the following approaches for outreach: 1) media – newspapers and radio. We added a partnership with Radio Bilingue to help with Spanish language marketing and outreach. This was a huge help as we approached Cash for College and KNOW HOW TO GO Campaigns. 2) We became involved in national campaigns such as Save Me A Spot in College, and KNOW HOW TO GO, which provided an abundance of free literature and structure for hosting workshops and outreach venues at our mall location. This visibility attracted many more visitors to our Center than our first year of operation. We learned that although the economy has created a wider demand for services such as the College Place, our demographics did not change.

The data below includes contacts made with current students, parents, interested family members, or people that have been out of school for some time but are presently considering going back to college (Diagram 1). The data shows that 58.6% of students participating in the program are female and 41.4% male. Minority students comprise overwhelming majority of visitors (80.3%). Ethnicity

Background include Hispanic/Latino (54.1%), African American (17.2%), White/Caucasian (15.9%), Asian (8.6%).



Lessons learned from this project conclude that getting non-traditional and poorer families to follow through with their educational plans and goals is very difficult. Returning for a second or third follow-up visit is not common amongst our high need population. Barriers such as lack of reliable transportation prevent students from returning.

We found that our population requires “high touch” and developing a relationship with the entire family network is necessary to help the child move forward in their educational planning. Equally important, we learned that an establishment of trust has to be a priority before any meaningful work and assessments can occur. In parallel, a lot of follow-up via emails, phone calls, and letters needed to be generated and we had to adjust out interns schedules to make time for adequate follow-up.

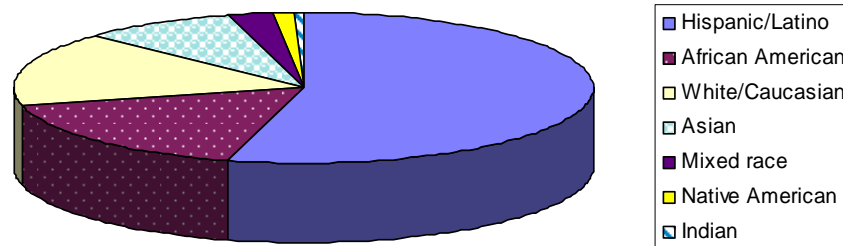
We learned our students are very resourceful. We ran into some barriers with follow-up. 50% of our families lacked access to a computer at home. We learned that 90% of our students checked their email and social networking sites between noon and 4:30 p.m. at the school library, and often, via borrowed cell phones with internet capability. Unfortunately, our parents are not as resourceful as their children and lacked “know how” to properly access or use email. Phone communication was the #1 strategy with our parents. Phone communication slowed our process for follow-up tremendously as interns had to play “phone tag” with parents – often leaving a message and waiting to hear back. We found phone communication to be the least reliable and less efficient as Internet communication.

To help remedy our barriers to follow up we created a marketing plan that includes incentives to parents and students who visit the Center. The Director has forged relationships with mall merchants such as Signature Theaters and Sears in an effort to gain discount coupons, shopping “bucks,” and to donate promotional items. This system has worked well to improve follow through on behalf of parents.

We also learned that MySpace is a very innovative way to reach youth middle school through high school. Through MySpace, appointments were scheduled and coaches engaged in e-mentoring.

Below is our demographic data which has remained fairly consistent throughout our project:

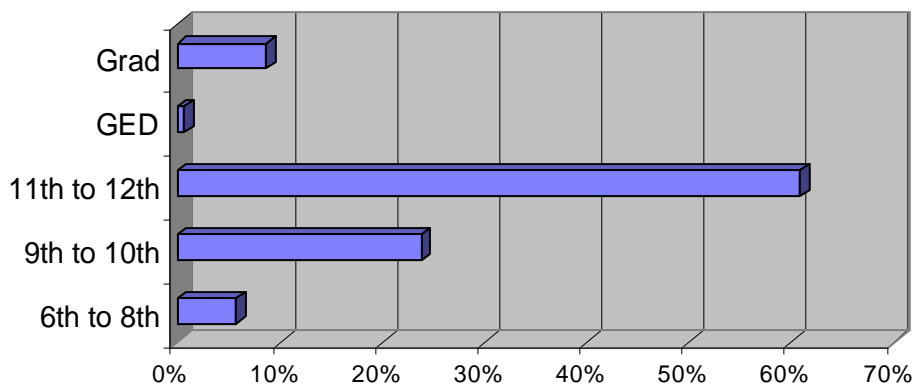
Diagram 2. TCP Respondent Ethnicity



Education:

Nearly 85% of the students were in high school. Of those, 60.9% were in the 11th and 12th grades. Less than 10% had achieved a high school diploma or its equivalent. A couple of the questions on the intake form assessed the parents' educational level and all of the TCP respondents answered them. Interestingly, 10.2% of the respondents' mothers attended college, while only 7.4% of the fathers did.

Diagram 3. Educational level



In addition we learned that the areas of assistance that the College Place respondents are interested in fall into six major categories: financial assistance

(n=900), academic advising toward meeting college requirements (n=543), college application assistance (n=550), career exploration (n=410), campus tours and others (n=141).

Additional Lessons:

We found that the Fresno business community is very interested in getting involved in the College Place. On November 30, 2010, *the Fresno Rotary Club* invested an additional \$1,600 into the College Place to offset coaches' internships and help with marketing. We anticipate more donations in the future to cover operational expense beyond the Walter S. Johnson grant.

Throughout this project, we learned the importance of soliciting public officials and gaining community support to build the capacity of the College Place work. Fortunately, Fresno Mayor, Ashley Swearingin highly supports the College Place as an initiative to "create a better economy for Fresno," (Swearingin, June 4, 2009). The Executive Director has a meeting planned with the Mayor to discuss sustainability of the College Place beyond the Walter S. Johnson grant.

3. a) Expenditure Report:

See attachment.

b) Financial Statements:

See attachment.