

2023 - 2024

REACH ANNUAL REPORT

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Ethnic Studies & Psychology





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INTRODUCTION

This annual report highlights the Responsive Education for Access, Community, and Hope (REACH) program at San Francisco State University from October 1, 2023 to September 30, 2024. REACH is a comprehensive set of culturally responsive and equity-minded access, awareness, and financial literacy strategies designed to improve college access, persistence, and completion of Asian American and Pacific Islander (AA&PI) and low-income (LI) students. As an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) funded program, the goal of REACH is to expand SF State's capacity to eliminate the equity gap for Asian American and Pacific Islander (AA&PI) and low-income (LI) students in areas of college access, persistence, and completion.



In REACH, we utilize the following framework:

- **Responsive** - This project will use an equity minded, culturally and community responsive pedagogy where students learn and appreciate their cultural and social capital to discover a sense of purpose and act toward social justice. (Ginwright and Cammarota 2007, Yosso 2005)
- **Education** - Responsive education is rooted in critical pedagogy and Ethnic Studies and provides a framework on how we build and sustain the REACH program. (Freire 1970; Bowles and Gintis 1976; hooks 1994; Kozol 1991; Shor 1992)
- **Access** - The ARC of Ethnic Studies is grounded within self-Determination aimed at challenging Eurocentric curriculum in education and using an Ethnic Studies lens to respond to educational inequities. (Collier and Gonzalez 2009; Ethnic Studies Principles 1968)
- **Community** - In building community, Yosso (2005) describes a counter space as an academic and social space that fosters and validates identities and learning of students of color within a hostile racial campus climate.
- **Hope** - Is instrumental in transforming a future society that resists traditional political sectarianism towards radical forms of love and freedom.

Our measurable objectives include establishing needed staff positions and a peer mentoring outreach program, developing financial literacy curriculum for workshops, and modules for general and providing professional development through faculty learning communities.

Measurable short and mid-term outcome objectives include increased awareness and access to postsecondary education, increased financial literacy and timely FAFSA completion, and increased institutional capacity to provide financial literacy education.

Long-term outcome objectives include:

- Increased enrollment at AANAPISI institutions (AANAPISI Performance Indicator) through culturally responsive outreach to develop a pathway from high school and community college,
- Increased AA&PI and LI student persistence and graduation (AANAPISI Performance Measure) through improved equity-minded financial literacy education. Baseline data for the target population has been established using SF State's access and enrollment data on High Need API student cohorts (a product of SF State's 2016 AANAPISI ASPIRE project) and SF State's most recent persistence and graduation data.



Between October 1, 2023 to September 30, 2024, REACH is on schedule to meet the desired outcomes described in the grant including the following:

- New Outreach Specialist and Financial Literacy Coach worked with 10 Peer Mentors for outreach and financial literacy programming
- 2,679 high school and community college students participated in 86 outreach activities including workshops, tours, and presentations.
- 508 high school and community college students participated in 10 financial literacy workshops
- 1,119 SF State students participated in financial literacy workshops
- 14 faculty members participated in the REACH faculty learning community

Our major inaugural milestones that REACH completed during this time period included creating programs virtual and face to face including:

- Transitioned new staff to facilitate REACH outreach and financial literacy curriculum and activities
- Outreach to 1,729 Asian American, Pacific Islander, and/or low-income students at the high school and community college levels
- Established a partnership with Equal Opportunity and Pathway Program on campus for Summer Bridge Program with incoming first-year students
- Recruited 8 students locally to participate in hybrid Youth Summer Leadership Institute
- Shared financial literacy workshops to 463 high school and community college students and 1,119 SF State students
- Established a partnership with Food, Shelter, Success as a Basic Needs Initiative to launch the Sparkpoint Program
- Held advising sessions out of the Office of Student Financial Aid to assist students with 2024-2025 FAFSA changes

Table 1: Total Number of Students Outreached to

Year	Year 1 (2020 - 2021)	Year 2 (2021 - 2022)	Year 3 (2022 - 2023)	Year 4 (2023 - 2024)
Number of Presentations	29	140	108	71
High School	477	2014	1,467	1,899
Community College	84	420	190	724
SFSU	200	2164	2,085	161
Total Students: HS, CC & SFSU	761	4,598*	3,742	2,784
Financial Literacy Participants	523	1240	234	1,582

METHODOLOGY

The following report is organized by our grant objectives to increase enrollment and student persistence and graduation under the following headings - **Culturally Responsive Outreach to High School and Community College Students, Building Financial Literacy for SF State Students & Faculty, and University Indicators.**

This annual report describes our programs and numbers reached. We have kept records of presentations and curriculum developed. As part of the annual report, the REACH team has also been collecting post-surveys from high school, community college and SF state workshops. In addition, we have conducted a post evaluation of faculty involved in the REACH faculty learning community. We also have had an external consultant review our annual report and provide recommendations.

KEY RESULTS

Given that colleges and universities were historically designed to enroll students from middle- and upper-economic and dominant culture families, outreach programs can provide a pathway or link for students outside affluent demographics to access postsecondary education (Loza, 2003). Stevens (2014) found that strategies designed to close social-class gaps, such as a moderated panel discussion on adjusting to college, improved first generation students' college transition as well as academic progress (Stephens, 2014).

The Stephens study was reviewed by the What Works Clearinghouse (WWC) and found to be a well-executed randomized experiment with low attrition that met WWC group design standards without reservation and resulted in a statistically significant positive impact on students' GPA (U.S. Dept. of Education, 2014). The REACH project's culturally-responsive and equity-minded outreach activities provide a pathway for students to develop cultural capital through financial literacy and pathways to higher education.

REACH has been carefully designed to address critical needs and barriers to AA&PI and LI students' success. The project design strives to create a pathway to college and career with support for students at key transition points and a focus on equity as it relates to students' needs for access and awareness of postsecondary opportunities and financial literacy. It addresses these needs through collaboration between the Asian American Studies (AAS) department and Student Affairs & Enrollment Management (SAEM) to implement two complementary strategies. The following is a description of the objectives.





COMMUNITY RESPONSIVE OUTREACH TO HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS

Outreach activities' target students who live in low-income households where they are more likely to be the first in their family to attend college. Collier & Morgan (2008) noted that first-generation students face unique obstacles in preparing for college success. In addition to academic preparation, students must also find their own way to understand postsecondary culture and expectations, with few family or community role models to support them.

A large body of research emphasizes the important role of social and cultural capital, with multiple studies connecting social capital to positive youth development and future economic success (Halpern, 2005). Building social capital provides not only vital connections and links for youth, but also protection from at-risk behaviors and economic inequity (Wilson, 1987). This critical element, cultural capital, is not easily acquired by first-generation students (Collier, 2008).

Given that colleges and universities were historically designed to enroll students from middle- and upper-economic and dominant culture families, outreach programs can provide a pathway or link for students outside affluent demographics to access postsecondary education (Loza, 2003). Stephens (2014) found that strategies designed to close social-class gaps, such as a moderated panel discussion on adjusting to college, improved first generation students' college transition as well as academic progress (Stephens, 2014). The Stephens study was reviewed by the What Works Clearinghouse (WWC) and found to be a well-executed randomized experiment with low attrition that met WWC group design standards without reservation and resulted in a statistically significant positive impact on students' GPA (U.S. Dept. of Education, 2014). The REACH project's culturally-responsive and equity-minded outreach activities provide a pathway for students to develop capital and college-culture knowledge.

Our curriculum utilizes the C4 lesson plan model that has been implemented in many Ethnic Studies programs throughout the state and nation. The C4 lesson plan template was created by Dr. Allyson Tintiangco-Cubales and Pin@y Educational Partnerships (PEP) at SFSU to ensure that our curriculum is culturally responsive by including a Cultural Energizer to engage students, an introduction of Critical Concepts, a section for Community Collaboration and/or Critical Cultural Production, concluding with Conclusive Dialogue or Critical Circular Exchange.

STAFF

Lorenzo Finau-Cruz was hired full-time as our Outreach Specialist in June 2023 to develop our outreach curriculum. He is a scholar in both Asian American Studies and Pacific Islands Studies and has 8 years experience teaching students from grades pre-school through 12th.



Celeste Francisco was hired as our financial literacy coach...

In June 2023, three undergraduate students and one graduate student were hired and trained as REACH Peer Mentors in addition to the six that continued from the previous year. Their training consisted of discussions on critical race theory in connection to community cultural wealth, critical pedagogy, and individual and community wellness. Peer mentors also worked collaboratively with Lorenzo and Celeste to revise and implement the outreach and financial literacy curriculum that was implemented in workshops for high school, community college, and San Francisco State University students.



OUTREACH

In this time we have been able to provide outreach workshops to 2 middle schools, 18 high schools, 9 community college classes, and 6 additional programs - totaling 1,299 students. In addition to the developed partnerships over the previous years, Lorenzo utilized existing networks to outreach to new educational programs in order to introduce REACH in- person workshops. Some of these workshop include Legacy of Ethnic Studies at SFSU, Student Success: Surviving to Thriving, and Financial Literacy: Money Talks.

In order to assist our financial literacy coach to increase high school and community college students' financial literacy, we were able to provide 5 financial literacy workshops to 171 high school students that focused on student budget hacks to save money, available financial resources, and the FAFSA and California DREAM Act application processes. Outreach Specialist conducted 86 college success, financial literacy, and outreach workshops for high school and community college students.

In addition to workshops we also provided 28 SFSU campus tours to 655 high school and 328 community college students (983 students total). For these tours we have partnered with SFSU programs including METRO College Success, Project Connect, and Division of Equity Community Inclusion (DECI), Health Promotion and Wellness (HPW), Associated Students (AS), and Access, Relevance, and Community (ARC). These partnerships allow us to expand the resources we are able to introduce to visiting students.

Lastly, we have been able to introduce re-occurring RAP Sessions at partnering high schools. We held ten RAP sessions with 203 students. In these RAP Sessions students help discussions in which they can improve their community addressing the topics of supporting Pacific Islanders, increasing student life in their school, and how to dialogue about social justice issues among their peers.



We worked with the following high schools and colleges from October 1, 2023 to September 30, 2024:

High Schools

- Abraham Lincoln High School (San Francisco)
- ARISE High School
- Balboa High School (San Francisco)
- Capuchino High School (San Bruno)
- El Camino High School (South San Francisco)
- Hillsdale High School (San Mateo)
- James Logan High School (Union City)
- Jefferson High School (Daly City)
- John O'Connell Technical High School (San Francisco)
- Lick-Wilmerding High School (San Francisco)
- Menlo-Atherton High School (Atherton)
- Oakland High school (Oakland)
- Oakland Technical High School (Oakland)
- Philip and Sala Burton Academic High School (San Francisco)
- Pittsburg High School (Pittsburg)
- Riverside Polytechnic High School (Riverside)
- Terra Nova High School (Pacifica)
- Watsonville High School (Watsonville)
- Westmoor High School (Daly City)

Community Colleges

- Evergreen College (San Jose)
- Skyline College (San Bruno)
- Cañada College (Redwood City)
- Chabot College (Hayward)
- City College of San Francisco (San Francisco)
- College of San Mateo (San Mateo)
- Contra Costa College (San Pablo)
- Napa Valley College (Napa)
- San Joaquin Delta College (Stockton)
- Santa Rosa Junior College (Santa Rosa)
- Skyline College (San Bruno)

77.01% of students have gained an increased knowledge of College/ University options and pathways.

Students have also expressed a 76.98% increase of knowledge of the various opportunities at San Francisco State University.

83.333% of students have expressed they have received an increased knowledge of how to finance college.



Ethnic Studies Summit

The Ethnic Studies Summit was founded by the San Francisco Unified School District (SFUSD) in 2017 to create cross-district community building for ninth-grade ethnic studies classes. From then on, the summit has typically been held every year other than having to pause due to the COVID-19 Pandemic. REACH re-established the summit in 2021-22 online. On May 6, 2024, we held the summit at San Francisco State with our focus on (re)visioning the legacy of ethnic studies.

This year we held the Ethnic Studies Student summit with Jefferson Union High School District geared towards students taking 9th grade ethnic studies courses or wanting to learn more about the field. Educators, school administrators, SFSU students, activists and other community members also attended.



Our agenda included cultural rituals, a keynote with Allyson Tintiangco-Cubales, a panel with strikers from the 2016 SFSU strike, and a breakout session with three workshops. These workshops were Understanding Boycott, Divestment, Sanctions (BDS) led by Celeste and REACH & ARC Peer Mentors, Praxis Workshop led by Levalasi Loi-On and Lorenzo Finau-Cruz, and Poetry & Solidarity Workshop led by Dr. Allyson Tintiangco-Cubales.

At the end of the summit, we asked the audience to complete our evaluation form. Of 214 students, most of the students expressed that this summit impacted them in a positive way. Here are some of their responses:

"I learned around how to stop oppression by using Liberation. Ethnic Studies helps you how to know yourself and love yourself. And finally it can help other people to make a strike or a protest about a school canceling fund for Ethnic Studies."

"Ethnic Studies has had a constant battle fought for it Ethnic studies classes create community By implementing Ethnic studies, students learn more about their background and peers"

"Ethnic Studies is a new course that wasn't offered to some people in their youth, Ethnic Studies serves to represent underrepresented groups in history, and they teach about different movements and unsung heroes"



SUMMER LEADERSHIP INSTITUTE

A one-week bridge program, REACH Summer Institute, was offered to 8 high school students to learn about critical leadership praxis and how they can be leaders in their local high schools and communities. It was held on June 10 - 13, 2024. The class was led by Celeste Francisco and Lorenzo Finau-Cruz.

We served students from 4 different schools within the Bay Area. The following list includes the names and cities of the high schools that students attended:

High Schools:

- Phillip and Sala Burton Academic High School (San Francisco)
- Galileo Academy of Science and Technology (San Francisco)
- Mt. Eden High School (Hayward)
- El Camino High School (South San Francisco)

Students met for three days via Zoom, accompanied with additional readings and assignments. Themes included within the Summer Leadership Institute curriculum included financial literacy, cultural wealth, and developing student skills. One Zoom session included a workshop and presentation from Dr. Arlene Daus-Magbual on Critical Leadership Praxis.

On the last day of the Summer Leadership Institute students presented their leadership philosophies and participated in a RAP session, discussing of how they can use their individual skills as leaders in their community.



8

Students

4

High Schools

4

Days

At the beginning and the end of the summer leadership institute course, students were provided an assessment to see improvement for the following:

Prior to participating in the course 33% of the students expressed they were not prepared for college. By the end of the course 71% of students felt they were now more prepared.

In the beginning 33% of students did not know how they were going to pay for college. At the end of the course 71% of students expressed they knew ways to navigate college financially.

Lastly, 77% percent of students expressed they understood issues pertaining to AA&PI groups. By the end of the course 100% of students expressed they were aware of issues AA&PI communities faced and they want to get involved.



At the end of the week, students were asked to complete a post-assessment form. Based on their forms students had an overwhelmingly positive responses in their evaluations of our annual institute.

Some of their responses include:

"This Summer Leadership Institute Program helped me shape my identity as a leader by educating me about how anyone can be a leader. I realized that even people who aren't extroverted and loud can still be leaders. I also learned that there are many reasons and aspects of becoming/ being a leader. This helped me think about how I am as a leader and about my strength and weakness as one."

"It helped opened my mind to new things and being in a new environment and I say the program overall shapes your leadership because you wanted to pursue something that you didn't have to."

"For me this summer leadership program was actually quite interesting. At first I wasn't really interested and also because I don't really see myself as a leader. But throughout the program especially today (in person), I would say I learned a lot more about my community and myself as someone who can be a leader. I also learned what leadership is all about."

"Beforehand, I had been pretty confused on what it meant to be a leader. I thought there was only one type / model of a leader. However, with this program, I was able to learn that not all leaders are the same, and that uniqueness is what makes every type of leader special. Your way of being a leader is valid, and there are more ways to show your leadership than just being loud and rambunctious. I will lead in my own way and just be me."

EOP SUMMER BRIDGE PARTNERSHIP

Following the Summer Leadership program we partnered with Equal Opportunity Program (EOP) to teach a two-week summer bridge program. The summer bridge was offered to 48 students from 41 different high schools. Students learned about navigating higher learning institutions. Within the course they developed skills to help them transition from high school seniors to SFSU freshman.

The course was held from July 10-24, 2024 and led by Lorenzo Finau-Cruz. The class took place for three days via zoom and nine days in person. Themes that were discussed in the class included financial literacy, cultural wealth, and critical dialogue. Additionally, we were able to introduce students to on campus resource programs such as Health Promotion and Wellness (HPW), Project Connect, and Division of Community and Equity Inclusion (DECI).

Our last day of class students held a RAP Session. During the session they discussed how they learned to navigate SFSU as students, and how their cohort can make a positive impact on the campus as leaders.



Following the course we provided a post assessment form to see how the students felt they have grown since first arriving. Based on their responses students had an overall positive experience with the course.

An improvement that can be made in this class was financial literacy as only 54% percent of students expressed they felt better informed about paying for college. However the following areas showed major improvement. 78.4% of students felt they are now better prepared for college. 86.5% felt that they have developed as a stronger leader over the course of the class. Lastly 97.3% felt they learned skills in this class that they can utilize in both school and their communities.

"It was a great experience to have before college starts to help us get a better feel of the community here and the possibilities that we are given"

"This program is honestly helpful and eye opening to show humans what being a leader is."

FINANCIAL LITERACY

SF State Students

This year, **1,173** San Francisco State University Students participated in financial literacy workshops. Financial Literacy workshops covered the following topics: Introduction to Office of Student Financial Aid, FAFSA, Debunking Financial Aid Myths, Budgeting, Deconstructing Wealth, Banking (Checking, Savings & Credit), and iGrad. Financial Literacy workshops were shared with classes within the College of Ethnic Studies, College of Health & Social Sciences, College of Liberal & Creative Arts, and Lam Family College of Business. Workshops were shared with campus organizations and services such as Project Connect, (SSS) TRiO, AA&PI Student Services, CEETL, and Residential Life.

The Financial Literacy Coach worked closely with the Office of Student Financial Aid and established a partnership with Food, Shelter, Success as a Basic Needs Initiative to launch the Sparkpoint Program. With these partnerships, the Financial Literacy Coach offered one-on-one financial literacy advising and coaching sessions. 45 students consistently booked sessions throughout the year and were given support with 2024-2025 FAFSA and CADAA changes, reducing debt, navigating loans, job searching, and budgeting.



Students who participated in financial literacy workshops provided quantitative and qualitative feedback about their experience. 80% of students shared they had increased knowledge of how to improve their personal finances. 88% of students felt the workshop they experienced was relevant to their experience as a member of San Francisco State University.

Students shared the following:

"I learned about different types of capital, understanding how generational trauma can contribute to financial decisions, that there's a difference between income and wealth."

"I learned that money is influenced by emotions, culture, and capitalism and when budgeting you should divide your money into three categories; needs, dreams, and wants."

"I learned how war has destroyed banks and many people's savings. I didn't realize the effect of generational trauma until this workshop. I also learned that asking my relatives about their money habits and tips from the past would help me right now."

MONEY OUT LOUD

Money Out Loud: All the Financial Stuff No One Taught Us written by Berna Anat, was used to train REACH Peer Mentors on financial literacy and create workshop curriculum. On March 15th, 2024, REACH hosted author, Berna Anat in partnership with ARC at San Francisco State University and ARC at College of San Mateo. The event was a fireside chat where Berna Anat shared her personal experiences with money, inspiration for writing her book, financial advice for college students. The fireside was followed by a Q&A with students and faculty along with a book signing.



SFSU FACULTY

14 faculty participated in the REACH Faculty Learning community from October 2023 - March 2024. The objective of the REACH faculty learning community was to increase equity-minded financial literacy in our G.E. courses. The REACH faculty learning community focused on providing reflections, information, resources, and opportunities for application on financial aid and financial literacy from an Ethnic Studies perspective.

The format of the REACH Faculty Learning Community (FLC) was asynchronous and took 20 hours to complete. The course was six modules that included a lecture, an assigned chapter reading from Berna Anat's text, *Money Out Loud: All the Financial Stuff No One Taught Us*, and reflections on money directly from the text. Five of the modules required completing a course from the financial wellness platform, iGrad. In addition to completing the six modules, all REACH FLC faculty created a C4 lesson plan on financial literacy to implement in their classrooms.

The course helped faculty engage, learn, and prepare to teach components of financial literacy in their G.E. classroom. The course covered the following unit modules:

Unit 1: Deconstructing Wealth

Essential Questions: What is wealth? What is capitalism? What is community cultural wealth?

Unit 2: Money Mindset

Essential Questions: What is money mindset? How has history and your family influenced your money mindset? What is your money story?

iGrad Course: Your Money Personality Analysis

Unit 3: All About that Budget

Essential Questions: How do you budget? How is budgeting a tool for financial freedom?

iGrad Course: Creating a Budget

Unit 4: Basics of Banking and Credit

Essential Questions: What is a checking and savings account? What is a credit score? What is interest?

iGrad Course: Banking Beyond Checking and Savings

Unit 5: Understanding Financial Aid

Essential Questions: What is FAFSA and CADAA? What are the types of financial aid?

iGrad Course: Choosing a School and Understanding Cost

Unit 6: Building Sustainable and Equitable Communities

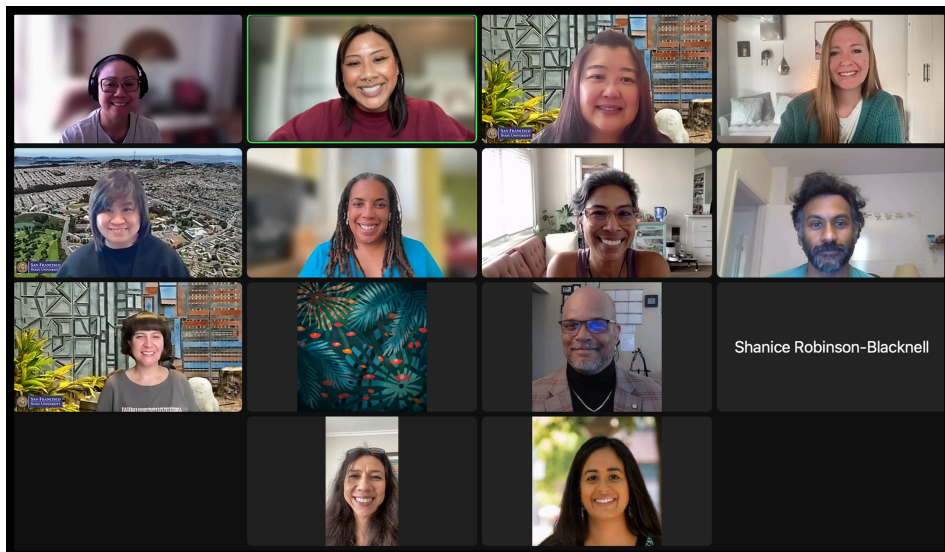
Essential Questions: How can financial wealth and freedom uplift our communities? How do we collectively achieve financial freedom?

iGrad Course: Planning for Retirement

The course concluded with all faculty creating a C4 lesson plan on financial literacy to share with their courses. Faculty created a C4 lesson plans on the following topics:

Budgeting a Paycheck, How to Use a Credit Card, Financial Inequity in the United States, Racial Wealth Divide, Retirement Planning, Writing Your Money Story, Demystifying Savings, Living Creatively: Pursuing Financial Independence as an Artist, and Capitalism and Collective Power.

2023-2024 REACH FLC COHORT



93%
of faculty shared they understand the importance of financial literacy for student success.

90%
of faculty have developed an understanding of first-generation students of color, community and cultural wealth.

89%
of faculty have increased knowledge and skills in financial literacy education.

In their own words, they felt that the following things worked well:

"The course units that I liked most were All about that Budget and Money Mindset. The All about that Budget helped me understand healthy and unhealthy financial habits while providing tools and strategies to help me become a better steward of my finances and my financial decisions. The "Money Mindset" unit helped me remember my own history with financial matters, and in so doing helped me unpack some of the relationships with money, and the ways that I view and manage finances."

"Money Mindset was the most useful to me. It was illuminating to see how our views on money are conditioned by our cultural values, upbringing and past experiences. "

"I thought this course was pretty great and it would have helped me think more about my own finances as an undergrad. I would include a Know Your Rights section about worker rights and perhaps collaborate with Trajabadors Unidos/Workers United to develop this since they have some existing curriculum and organize working students. The money students are saving and using to budget comes from their labor as primarily low wage workers, who face all kinds of exploitation. It is empowering to know about our rights in relation to paid sick leave, overtime, etc."

UNIVERSITY INDICATORS

The following section includes updates on our objectives to address student enrollment, persistence, and graduation. We have seen changes in enrollment since the start of COVID-19 pandemic, however there are still students who continue to pursue their degrees and graduate in four to six years.

Student Enrollment: One of our objectives is to increase postsecondary enrollment by 1% each year. While we were close to our goal regarding Asian American & Pacific Islander student enrollment, we exceeded a 1% increase of enrollment for low-income students.

Table 2. Student Enrollment by Semester

Semester	Asian American Students	Pacific Islander Students	Total AA&PI Students	Low Income Students (Pell Eligible)
Fall 2020	6,814	145	6,959	9,578
Spring 2021	6,334	128	6,462	8,532
Fall 2021	6,351	156	6,507	9,166



Student Persistence: Our objective was to increase fall-to-fall persistence by 1% each year and in the past five years, we have seen an increase of 2 to 4 percentage points regarding the persistence of our API and first time full-time students.

Table 3. Fall-to-Fall One Year Retention

Semester	API Students			Total FTFT		
	Cohort	#	%	Cohort	#	%
Fall 2018	984	855	86.9%	4,066	3,254	80%
Fall 2019	889	790	88.9%	3,517	2,894	82.3%
Fall 2020	662	588	88.8%	2,617	2,212	84.5%
Fall 2021	804	705	87.8%	2,952	2,500	84.7%
Fall 2022	917	814	88.8%	3,186	2,663	83.6%

Graduation Rates: Our goal is to increase the four year graduation rates by 1% each year and while the overall four year graduation rates have fluctuated on campus, rates for API students have improved this year with an increase of 6 percentage points.

Table 4. Four Year Graduation Rates

Semester	API Students			Total FTFT		
	Cohort	#	%	Cohort	#	%
Fall 2013	1,084	245	22.6%	3,603	820	22.8%
Fall 2014	1,000	240	24%	3,662	920	25.1%
Fall 2015	1,024	256	25%	4,081	986	24.2%
Fall 2016	899	239	26.6%	3,531	961	27.2%
Fall 2017	913	299	32.7%	4,084	1,084	26.5%
Fall 2018	1,145	404	35.3%	4,066	1,156	28.4%
Fall 2019	1060	359	33.9%	3,517	952	27.1%

We also aim to increase six year graduation rates by 1% each year. However, there has been a decrease in these rates in the past year.

Table 5. Six Year Graduation Rates

Semester	API Students			Total FTFT		
	Cohort	#	%	Cohort	#	%
Fall 2013	1,084	682	62.9%	3603	2065	57.3%
Fall 2014	1000	658	65.8%	3662	2035	55.6%
Fall 2015	1024	643	62.8%	4081	2201	53.9%
Fall 2016	1036	643	62.1%	3531	1931	54.7%
Fall 2017	1104	662	60%	4084	2048	50.1%

CONCLUSION

In the first year of the Responsive Education for Access, Community, and Hope (REACH) Program, we were able to work with various modalities including remote workshops and later to a face to face instruction as students returned to campus.

In our first-year, REACH was able to achieve the following inaugural milestones:

- Virtual and face to face outreach workshops to 561 high school and community college students. The majority of these students found the presentations helped them to understand the importance of Ethnic Studies / Asian American Studies, how SF State might be able to support them as potential students, and ways to finance college. In this outreach work, these are some additional milestones:
 - Virtual REACH Leadership Institute as a week-long summer bridge program for 36 high school students with a focus on critical leadership praxis, Ethnic Studies / Asian American Studies, and addressing anti-Asian racism.
 - Financial literacy and financing higher education workshops to 323 high school and community college students.
- Virtual and face-to-face programming to 200 SF State students on financial literacy to discuss campus resources, scholarship writing, and reframing wealth.
- Curriculum development and faculty development on equity-minded financial literacy for faculty at San Francisco State.

The REACH team had an external evaluator, Dr. Jocyl Sacramento, conduct a formative evaluation of year 1. The following recommendations were provided by our external evaluator:

- **Institutionalizing the Outreach Specialist position:** It is important for the university to institutionalize this position so that outreach work can continue to meet the needs of API and low-income students.
- **Hiring a Financial Literacy Specialist:** REACH would benefit from an expert in Financial Literacy to develop culturally responsive curriculum for target students. Hiring a Financial Literacy Specialist would improve REACH curricula and increase the program's capacity to serve target students.
- **Hiring more REACH Peer Mentors:** Hiring more peer mentors would offer more staff to offer financial literacy workshops throughout the year.
- **University Collaborations:** Stronger collaborations with Student Outreach Services, Undergraduate Admissions, Office of Student Financial Aid would help meet students' needs to ensure unique equity issues that AA&PI students face are addressed across the campus.
- **Hiring Administrative Management Staff:** REACH needs assistant / associate director / coordinator to manage REACH staff and projects.

- **Include Pacific Islander perspectives into financial literacy curricula:** While the REACH curricula does offer Asian American perspectives that students can relate to, expanding the curricula to include Pacific Islander perspectives will help build a more inclusive program and expand students' knowledge of diverse AA&PI experiences.
- **Infuse Ethnic Studies frameworks into financial literacy curriculum:** While REACH offers culturally responsive curriculum, financial literacy that includes critiques of capitalism or an anti-capitalist framework may help AA&PI and low-income students understand their experiences within a larger, sociohistorical context and offer praxis-oriented responses to the curricula.
- **Launch RAP Sessions in high school classrooms:** REACH staff should start to offer sample RAP sessions in high school and community college classrooms or during lunchtime programs.
- **Summer Bridge partnerships with SF State Housing:** REACH was successful in bringing students across the nation together for their Summer Bridge program. In future iterations of Summer Bridge (and pandemic permitting), a collaboration with SF State Housing could help students develop a relationship to the university campus. Staying at the residence halls for a week would give students an insider perspective in attending SF State in the future.

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