

2024 - 2025

# REACH ANNUAL REPORT

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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, 2024 to September 30, 2025. 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, 2024 to September 30, 2025, REACH is on schedule to meet the desired outcomes described in the grant including the following:

- Hiring 8 Peer Mentors for outreach and financial literacy programming
- 3,716 high school and community college students participated in 87 outreach activities including workshops, tours, and presentations.
- 643 high school and community college students participated in 15 financial literacy workshops
- 502 SF State students participated in financial literacy workshops
- 17 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:

- Outreach to 2,174 Asian American, Pacific Islander, and/or low-income students at the high school and community college levels
- Recruited 9 students locally to participate in hybrid Youth Summer Leadership Institute
- Shared financial literacy workshops to 643 high school and community college students and SF State students
- Held advising sessions out of the Office of Student Financial Aid to assist students with 2024-2025 FAFSA changes
- Provided 23 off-campus visits & presentations.
- Held Ethnic Studies Summit that reached a total of 490 Participants including 18 educators; 43 Community members, 429 High School Students.
- Held Summer Leader Leadership Institute with 9 students from 7 different high schools.

**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)	Year 5 (2024 - 2025)
Number of Presentations	29	140	108	71	82
High School	477	2014	1,467	1,899	2,916
Community College	84	420	190	724	566
SFSU	200	2164	2,085	161	13
Total Students: HS, CC & SFSU	761	4,598*	3,742	2,784	3,495
Financial Literacy Participants	523	1240	234	1,582	383

# 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).

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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

Grace J. Yoo is the Dean of San Francisco State University's College of Ethnic Studies. Yoo has worked in higher education for over 30 years, 28 of which have been at SF State. In 1989, Yoo started as the Director of Asian Pacific Student Programs at the University of California Riverside. Since 1996, Yoo has held a number of positions at SF State, including the Chair and Professor of Asian American Studies, Inaugural Director for both the Race, Empowerment and Justice Project in the College of Ethnic Studies and the Faculty Director of the First-Year Experience Initiative. Yoo has also served as a Project Director from 2016-2023 to Department of Education AANAPISI grants and now serves as the Co-Principal Investigator.



Dr. Arlene Daus-Magbuol is an Assistant Professor in Asian American Studies at San Francisco State University and the Organizational Director for Pin@y Educational Partnerships. She is a community-engaged mother scholar and her experiences include community-based organizing with youth and students, non-profit leadership development, and higher education administration. Her research focuses on Ethnic Studies, Race, Anti-Asian Violence, Critical Leadership Praxis, Critical Pedagogy, Critical Race Parenting, and Barangay Pedagogy. She received her bachelor's degree in political science from UC Riverside, her masters in Asian American Studies, and her doctorate in Educational Leadership from San Francisco State University.

# STAFF

Lorenzo Finau-Cruz was hired 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, with eight years of experience teaching students from preschool through 12th grade.

In his role as Outreach Specialist, Lorenzo focused on recruitment efforts both on and off campus. He led events such as SFSU tours and panels, and provided workshops on college success and financial literacy.



Celeste Francisco was hired as our Financial Literacy Coach in August, 2023. Celeste is a second generation Filipinx American raised in the Bay Area. She earned their BA in Communication Studies and MA in Asian American Studies from San Francisco State University.

In her role as Financial Literacy Coach, Celeste taught workshops to students at SFSU, community colleges, high schools, and families as well. In addition, Celeste trained SFSU faculty on financial literacy and provided financial coaching sessions out of the Office of Student Financial Aid.

In June 2024, 5 undergraduate students were hired and trained as REACH Peer Mentors in addition to the 5 that continued from the previous year. 1 peer mentor did not complete the year in REACH due to academic obligations. 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 5 middle schools, 26 high schools, 10 community college classes, and 11 additional programs - totaling 3,495 students.

Outreach workshops included 9 college success workshops for 297 students, 16 Ethnic Studies workshops for 362 students, and 17 college panels for 685 students.

In addition to workshops we also provided 17 SFSU campus tours to 607 high school and 310 community college students ( 917 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), Asian American Cares, and Oceania Scholars Program (OSP). These partnerships allow us to expand the resources we are able to introduce to visiting students.

We have also been able to introduce re-occurring RAP Sessions at partnering high schools. We held 10 RAP Sessions for 419 students. In these RAP Sessions students help discussions in which they can improve their community addressing the topics of supporting mental health, critical leadership , and ways of destressing with their community.

Lastly, in order to assist our financial literacy coach to increase high school and community college students' financial literacy, we were able to provide 15 financial literacy workshops to 433 high school and community college students that focused on budgeting, banking, college financial resources, and the FAFSA and California DREAM Act application processes.

# OUTREACH



Over the course of this period, we successfully delivered outreach workshops and programs to 3,495 students across multiple educational levels. This included engagements at 5 middle schools, 26 high schools, 10 community college classes, and 11 additional programs.

Outreach work was divided into 4 pillars which were workshops, RAP Sessions, SFSU Campus Tours, and Tabling. Each of which have been explained below and will include data from post-assessments we provide to the students at the end of each event held.

## Workshop Impact

We conducted a range of workshops, reaching students with content tailored to their academic and personal development:

- 9 College Success Workshops reached 297 students
- 16 Ethnic Studies Workshops engaged 362 students
- 17 College Panels were held for 685 students

Each of our workshops were developed with school coordinators to be tailored to what would benefit students. Since the beginning of the year our outreach has achieved the following:

- 52.9% of students reported increased interest in San Francisco State University.
- 69.7% expressed that the workshops enhanced their understanding of college opportunities.
- 83.9% gained greater knowledge about college resources available at San Francisco State University.

# OUTREACH



## SFSU Campus Legacy Tours

In addition to workshops, we organized 17 SFSU campus tours for a total of 917 students—607 middle/high school students and 310 community college students. These tours were made possible through collaborations with key SFSU programs and partners, including:

- METRO College Success Program
- Project Connect
- Division of Equity & Community Inclusion (DECI)
- Health Promotion & Wellness (HPW)
- Associated Students (AS)
- Access, Relevance, and Community (ARC)
- Asian American Cares
- Oceania Scholars Program (OSP)
- SFSU Wellness Center

These partnerships enabled us to expose students to a wider range of campus resources and student that we were able to share with the community.

According to our legacy tour post assessments we were able to achieve the following:

- 88.2% of students felt more informed about the history and resources on the College of Ethnic Studies.
- 83.9% of students indicated that the tour was informative on sharing campus resources to students thinking about college.
- 63.1% of students indicated that the tours have sparked an interest in attending San Francisco State University.

# OUTREACH



## RAP Sessions

We introduced recurring Reflection, Action, and Praxis (RAP) sessions to help students explore their identity, social positioning, and understand global issues that impact their local and personal lives. These sessions were held at partnering high schools, including El Camino High School and San Rafael High School. Over 10 sessions, we engaged 419 students in meaningful dialogue on topics such as community improvement, mental health support, critical leadership, community building, and stress management.

A notable RAP session focused on intentional naming for Pacific Islander organizations. Pacific Islander peer mentors guided discussions on the history and significance of naming in Pacific cultures, supporting El Camino's Pacific Islander Club in choosing a meaningful name.

The impact of RAP sessions is reflected in the student feedback:

- 80.3% of participants reported increased awareness of the challenges faced by BIPOC students in education.
- 68.8% felt the sessions were personally relevant to their lives.

One student from ARISE High School shared:

“The highlight of this session for me was when we learned that in order to make a change, we have to help each other out.” (ARISE High School, 2025)

# OUTREACH



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# OUTREACH



## Tabling Events

This year we took part in 6 tabling events throughout the year, where we interacted with over 150 students.

- Discover SF
- Explore SF
- Lick-Wilmerdeng Ethnic Studies Showcase
- SFSU Rise Beyond Boarders: Undocumented Student Month of Action
- El Camino High School
- SFUSD Welcome to SFSU

At each event, we partnered with departments across the College of Ethnic Studies to recruit students and strengthen community connections. Our tabling efforts included providing informational materials, flyers, food, and interactive games to create a welcoming and engaging environment for students and families.

These events have been instrumental in expanding our outreach. They have led to additional campus tours and workshop requests, and have significantly strengthened collaboration within the College of Ethnic Studies—resulting in full departmental participation at both Discover SF (Fall) and Explore SF (Spring).

# CONFERENCES

This 2024-2025 Year REACH took part in three Conferences. The first two conferences were presented with our AANAPISI sister program Access, Relevance, and Community (ARC). Our collaborated presentation was titled “Decolonizing Higher Education: Culturally Responsive AANHPI Student Support Initiatives.”

During the presentation REACH’s focus was “Reframing Financial Wellness for AANHPI Students” Peer mentors spoke on their experience and work over the 2024-2025 and the impact their work has in providing financial wellness amongst AANHPI students at SFSU.

## APAHE | Oakland, CA

From April 10-11, 2025, peer mentors participated in the Asian Pacific Americans in Higher Education (APAHE) Conference in Oakland, California. Eight peer mentors attended and presented to an estimated audience of 65 people and 101 signed up.

The REACH team presented on the first day of the conference and spent the remainder of day one, as well as day two, supporting other programs by attending their sessions and engaging with fellow presenters. (reach out to Rosario for Eval)



## AAAS | Boston, MA

From April 17-19, 2025, REACH peer mentors participated in the Association for Asian American Studies (AAAS) Conference in Boston, Massachusetts. Seven peer mentors traveled to the conference and presented to an estimated audience of 80 people.

Following our presentation, students supported additional sessions hosted by members of our broader community. Outside of the conference, the team strengthened their connections through group dinners and reflective debriefs.



Following the conferences, we held a focus group with the peer mentors, asking them to reflect on what they took away from the experience of presenting. Here are some of their responses:

*"I've learned how much we've done in the time we've been together-- seeing the sheer numbers and student responses. I've also been reminded of how special it is that we've been able to do this work at State with the communities we've worked with"* (REACH Peer Mentor Response 1, (Date)

*"I am reminded of why I do what I do and feeling more grounded in these spaces looking forward to post-graduate plans."* - REACH Peer Mentor Response 2

*"I'm a terrible public speaker and speaking in front of large crowds which include people I look up to terrifies me. But I think after the APAHE Conference I was able to grow from that fear. I'm not necessarily over that fear but now I know that there is a space to improve myself."* - REACH Peer Mentor Response 3

This was a great milestone as most of the peer mentors never attended an academic conference, and since they have attended there has been an increased discussion of post-grad within their academic careers.

# 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 2, 2025, we held the summit at San Francisco State titled "Roots to Rise: Learning from the Trailblazers of Ethnic Studies".

This year we held the Ethnic Studies Student summit with Jefferson Unified High School District. We hosted 429 students in 9<sup>th</sup> grade, currently taking ethnic studies course, along with their teachers, district administration, and community members.

## Outlook Of The Day

The Ethnic Studies Summit commenced with a land acknowledgment, followed by opening remarks from distinguished leaders in education and local government.

The summit featured two panels. The first, a student panel, was moderated by Dan Arzaga and included students from various high schools. They discussed their experiences in Ethnic Studies and how they apply these lessons beyond the classroom to engage with their communities.

The second panel focused on the 1968 Black Student Union and Third World Liberation Front strike. Facilitated by Dean Grace Yoo, the panelists shared their experiences during the strike and its impact on the establishment of Ethnic Studies programs.

Participants then engaged in one of 14 diverse workshops, covering topics such as financial literacy, amplifying voices of color, and the future of Ethnic Studies.

The summit concluded with a keynote address by rapper and podcaster Dregs One, who shared his personal journey as a student and artist. This was followed by open mic performances from educators and students, showcasing their talents and perspectives. The event was officially closed by Dr. Arlene Daus-Magbual, leaving attendees inspired and motivated.

\*Names of speakers and workshops on the right.

Student responses below.

### Morning Speakers:

- Dean Grace Yoo of San Francisco State University's College of Ethnic Studies
- Dr. Laurie Robinson, Director of Curriculum at Jefferson Union High School District
- Mayor Rodrick Daus-Magbual of Daly City

### Student Panelists

- Nathalia Alvarado – Jefferson High School
- Kate Lee – Oceana High School
- Veronica Oo – Terra Nova High School
- Aaron Santa Maria – Westmoor High School

### 1968 Striker Panelists

- Carmen Carrillo
- Penny Nakatsu
- Ray Tompkin
- Sharon Jones

### Workshops:

1. Creating a Movement to Stop AAPI Hate
2. Restore Your Peace of Mind and Money
3. Asian American Perspectives of Financial Literacy
4. Surviving Capitalism: Money Skills & Workers Rights
5. Plantcestors
6. Stories Behind Our Homes
7. Inner Child
8. Amplifying Voices of Color
9. Pasifika Climate Warriors
10. Praxis Workshop
11. Critical Media Literacies: The Future of Ethnic Studies

# ETHNIC STUDIES SUMMIT RESPONSES

*"One thing I learned was the dominant narrative and how it changes the view on how people perceive history. Another thing is counter narrative and how it allows the people with less power to be heard. Lastly I learned about the way the original strike for ethnic studies was about a black history class." (Terra Nova High School Student, May 2025)*



*"I saw people having mastered the approach of using interdisciplinary theories (such as sociology, anthropology, and history integrated together) to analyze ethnic phenomena, one has enhanced their comprehensive research capabilities. Gained a deeper understanding of the diverse cultural traditions and customs among different ethnic groups, which broadened my cultural horizon. Comprehended the significance of inter - ethnic relations in promoting social harmony and how to apply relevant theories in real - world scenarios.." (Westmoor High School Student, 2025)*

*"Ethnic Studies allows us to connect with our peers on a deeper level, as well as allowing us to learn different information that wasn't provided during primary school. Taking ethnic studies also allows students to feel more empowered in class." (Oceana High School Student, 2025)*



# ETHNIC STUDIES SUMMIT RESPONSES

At the end of the Summit, students completed a post-assessment evaluating the impact of this year's event. The assessment asked whether the Summit enhanced their understanding of Ethnic Studies and increased their knowledge of financial literacy and college pathways.

- 44.9% of students reported gaining a better understanding of the importance of Ethnic Studies within various communities, while 20.3% responded neutrally.
- 81.1% of students reported developing a better understanding of how Ethnic Studies impacts the lives of others, while 15% responded neutrally.
- 55.2% of students reported increased knowledge of college and university options and pathways, while 34.4% responded neutrally.
- 47.1% of students said the Summit helped them build community with peers from outside their own school, while 30% responded neutrally.

The neutral responses indicate opportunities for future Summits to offer more tailored and engaging content. A key takeaway from student feedback is a preference for more interactive activities and fewer panels or speeches. Many students also expressed interest in speaking with SFSU students in smaller group settings to feel more comfortable asking questions.

Overall, the Summit was effective in achieving its goals: deepening students' understanding of Ethnic Studies, increasing awareness of college pathways, and fostering a sense of community across schools within the Jefferson Union High School District.



# PARTNERSHIPS

**We worked with the following high schools and colleges from October 1, 2024 to September 30, 2025:**

## Middle Schools:

- Brett Harte Middle School
- Denman Middle School
- Lodestar Middle School
- Oakland Middle School
- Woodland Middle School

## High Schools:

- Abraham Lincoln High School (San Francisco)
- ARISE High School (Oakland)
- Balboa High School (San Francisco)
- Capuchino High School (San Bruno)
- El Camino High School (South San Francisco)
- Gateway High School (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)
- Madison Park
- Menlo-Atherton High School (Atherton)
- Mission High School (San Francisco)
- New Valley High School (Santa Clara)
- Oakland High School (Oakland)
- Oakland Technical High School (Oakland)
- Oceana High School (Pacifica)
- Philip and Sala Burton Academic High School (San Francisco)
- Pittsburg High School (Pittsburg)
- Riverside Polytechnic High School (Riverside)
- Ruth Asawa School of the Arts (San Francisco)
- San Rafael High School (San Rafael)
- Terra Nova High School (Pacifica)
- Watsonville High School (Watsonville)
- Westmoor High School (Daly City)

## Community Colleges:

- Evergreen Valley College (San Jose)
- 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)

## Additional School Programs:

- ASPIRE Richmond Cal Prep
- College Track
- Jamestown
- Mills Educational Talent Search
- Native Ways 2 College
- Oakland Promise
- Pathway Travels
- Pin@y Educational Partnerships
- REACH Ashland Youth Center
- Samoan Community Development Center
- Tracy College Bound



# SUMMER LEADERSHIP INSTITUTE

A one-week bridge program, REACH Summer Institute, was offered to 9 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 16- 20, 2025. The class was led by Arlene Daus-Magbial, Celeste Francisco and Lorenzo Finau-Cruz.

We served students from 7 different schools within California. The following list includes the names and cities of the high schools that students attended:

- Abraham Lincoln High School (San Francisco)
- Archbishop Riordan High School (San Francisco)
- Aspire Richmond California College preparatory Academy (Richmond)
- El Camino High School (South San Francisco)
- Marlborough School (Los Angeles)
- St. Ignatius College preparatory (San Francisco)
- Summit Shasta (Daly City)

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-Magbial 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.



**9**

Students

**7**

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 53% of the students expressed they were not prepared for college. By the end of the course 62.5% of students felt they were now more prepared.

In the beginning 60% 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, 75% 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:

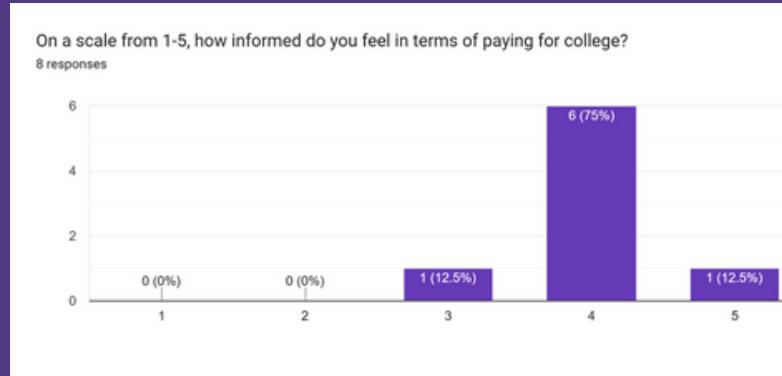
*"It helped me identify as a leader as I was able to bond and empathize with my fellow student leaders based on our morals and passion for cultivating change surrounding our community. Finding a community with mostly POC has made me feel comfortable advocating for the social issues I've been passionate about. Additionally, this summer institute has taught me how privileged institutions have the power to suppress the voices of those from lower statuses, which has become a continuous cycle— aspiring me to partake in a role of advocacy to dismantle these forms of oppressions. Overall, this leadership institute has provided me support to continue helping out my community, whether it's through small or monumental acts."*

*"I've realized there's more than one specific way of being a leader. I've also learned that there's different ways of demonstrating leadership, such as being a leader in the community, creating murals for events that should be recognized, leading protests, etc. Not only has it helped me learn new valuable lessons, but I was also able to interact with my peers. I was able to bond and connect with. This week was very influential, it taught me how to be a better leader for my community. I undoubtedly will use this throughout my life."*

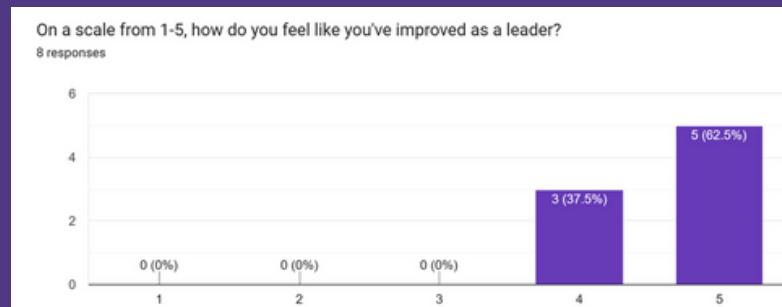
*"The summer institute has helped me interact with my peers and made me come out of my shell more. It was truly an amazing experience putting my leadership and overall people skills to the test. It has helped me interact better with people while also feeling safe in a community of likeminded individuals. Overall this summer institute has taught me what makes a good leader while also allowing me to explore these traits more hands on."*

Included in the post-assessment, students scaled how much they have developed leadership skills that they can take back to their community. Here are their answers.

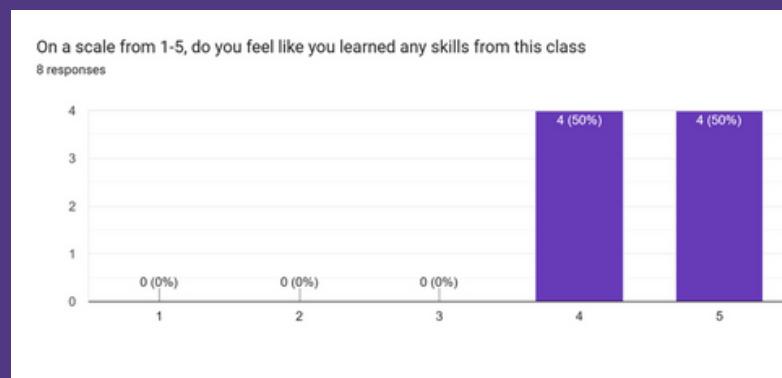
87.5% of students expressed they feel more informed about ways to pay for college.



100% of students expressed they have improved in some capacity as a leader.



100% of students expressed they have improved in some capacity as a leader.



# FINANCIAL LITERACY

## SF State Students

This year, 502 San Francisco State University Students participated in financial literacy workshops and advising sessions. 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 and Student Organizations.

The Financial Literacy Coach worked closely with the Office of Student Financial Aid and Food, Shelter, Success as a Basic Needs Initiative to continue SFSU's Sparkpoint Program. With these partnerships, the Financial Literacy Coach offered one-on-one financial literacy advising and coaching sessions.

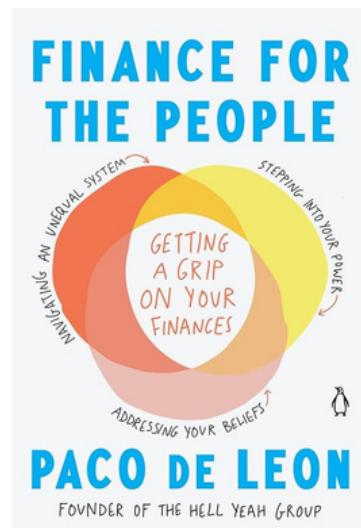


# SFSU FACULTY

17 faculty participated in the REACH Faculty Learning community from October 2024 - May 2025. 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 REACH Faculty Learning Community (FLC) was assigned to read the book, *Finance for the People: Getting a Grip on Your Finances*, by Paco De Leon. Faculty attended two meetings per semester, for a total of four in-person meetings. Two meetings were field trips to the Mission District and Chinatown, and two meetings were on campus. Each meeting focused on different chapters of De Leon's text. To complete the Faculty Learning Community (FLC), faculty created a C4 lesson plan on financial literacy. Their C4 lesson plans were presented as workshops to high school students at our Ethnic Studies Youth Summit.

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:



## Module 1- Why We're Weird About Money

Essential Questions:

What is capitalism and consumerism? How is money psychological?

## Module 2- Protect Yourself from Yourself: Get a Grip on Spending

Essential Questions:

How do you get in control of your money? How is budgeting a tool for financial freedom?

## Module 3- Get Good at Earning Money & Saving Money

Essential Questions:

How do you get in control of your money? How is budgeting a tool for financial freedom?

## Module 4- Reframing Debt

Essential Questions:

How do credit scores and student loans work? How is debt a tool for building wealth?

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:

What is Your Money Story? Exploring Our Relationship to Money Under Capitalism, Community Cultural Wealth, Academic Success Skills & Finance, and Compounding Interest & Compounding Solidarity.

## 2024-2025 REACH FLC COHORT



**41.7%**

**of faculty shared they felt comfortable teaching financial literacy before participating in the FLC.**

**33.3%**

**of faculty shared they felt comfortable teaching financial literacy with an Ethnic Studies lens before participating in the FLC.**

**66.7%**

**of faculty have increased knowledge and skills in financial literacy education after participating in the FLC.**

Reflections from our faculty members:

In their own words, one faculty member shared they felt that the following worked well:

*"The opportunity to build community within the College of Ethnic Studies across departments; the informal and relaxed format; exploring financial literacy through storytelling; the Finance for the People book; getting off campus to spend time in the Mission; sharing delicious meals together."*

In their own words, one faculty member shared they felt that the following could be improved:

*"Since we only met two times during the semester, an additional online community component would have enabled us to continue to communicate and build community throughout the semester outside of our two in-person meetings."*

# 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
Spring 2022				
Fall 2022				
Spring 2023				

# UNIVERSITY INDICATORS

**Table 2. Student Enrollment by Semester (Cont.)**

Semester	Asian American Students	Pacific Islander Students	Total AA&PI Students	Low Income Students (Pell Eligible)
Fall 2023				
Spring 2024				
Fall 2025				
Spring 2025				



*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**

API Students				Total FTFT		
Semester	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**

API Students				Total FFT		
Semester	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**

<b>Semester</b>	<b>API Students</b>			<b>Total FTFT</b>		
	<b>Cohort</b>	<b>#</b>	<b>%</b>	<b>Cohort</b>	<b>#</b>	<b>%</b>
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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