Project Impact Application Process

Project IMPACT is Federally funded by a TRIO SSS Grant from the US Department of Education

Slide One

What is Trio?

The Federal Trio Programs (TRIO) are outreach and student support service programs desgined to identify and provide services for individuals from disadvantaged backgrounds, namely low income individuals, first generation college students and individuals with disabilities. The goals of TRIO SSS are to support these targeted populations through the academic pipeline to graduation.

Image of three diverse students around a table creating a collage as part of Peer Support Group

Image of TRIO Logo – white background with large letters spelling TRIO

Slide Two

What is Project IMPACT?

Since 2005 Project IMPACT has provided ancillary support services to some students with disabilities enrolled at CSUEB. Project IMPACT supports students in a case management style with wrap around Individual Support Plans to ensure that their unique needs are met.

We support students with:

* Learning disabilities
* Physical and health related disabilities
* Sensory impairments
* Developmental disabilities
* Mental health related disabilities

51% of Project IMPACT Students also qualify as low income.

Who We Are

Program Coordinator: Elizabeth Chueka

[Elizabeth.chueka@csueastbay.edu](mailto:Elizabeth.chueka@csueastbay.edu)

Image of Elizabeth Chueka

Academic Success and Wellness Counselor: Marissa Baumann

[Marissa.baumann@csueastbay.edu](mailto:Marissa.baumann@csueastbay.edu)

Image of Marissa Baumann

Slide Three

Our Mission

We are committed to encouraging undergraduate scholars with disabilities to persist in college through graduation by offering retention enhancing services and by fostering a closely knit learning community.

Image of tutor and student with their backs to camera using multimodal tools in a tutoring session, including white board diagrams and physical models.

Image of tutor and student facing and smiling at the camera.

Related Goals

* Create a space where multi-modal learning is encouraged and Universal Design for learning is the norm
* Create a learning community based on respect, acceptance and support
* Foster independence and independent learners
* Encourage development of good student skills, including financial literacy
* Incorporate research-based interventions and services

Image of three diverse students working at individual computers and two students studying together at the community table.

Slide Four

Our Services: What we do

Academic Supports

* Tutoring
* Supplemental Instruction
* Learning Strategies Support
* Assistive Technology assessments and Training
* Access to private study lab

Counseling Services

* Academic Advising and Educational Plans
* Academic Wellness Counseling
* Peer Support Group
* Major Exploration

Miscellaneous Services

* Support with navigating the administrative tasks of being a student
* Help with the financial aid process
* Financial literacy

Image of tutor and student working on a written assignment.

Slide Five

Individualized Support Plans: How we deliver service

Visual service flowchart

Step one: Determine Need – student interview, student record review, assessments

Step two: Create ISP – Set goals for each are of challenge

Step three: Student Participates in Services

Step four: Evaluate Outcomes – measure progress towards goals and review grades

Then revisit step one to hone supports and continue the process.

Though all students have access to all our services, each student has unique needs. Therefore, we create Individualized Support Plans (ISP) to address their specific challenges. The services outlined in a student’s ISP become their “toolkit for success” and a guide to fulfilling participation requirements.

Image of student and tutor at a computer station facing the camera and smiling.

Slide Six

Participation Requirements

Each student’s participation requirements will be individual and unique. Project IMPACT staff will assist you in identifying areas of challenge and pair those challenges with services in your Individualized Support Plan. However, all students are required to participate in the program in a meaningful way, which is defined as follows:

* For ***first year program participants*** this means engaging with **more than one service per quarter**, and **engaging with at least one service on a weekly basis**.
* For returning students this means engaging with more than one service per quarter, and communicating with a permanent staff member at least once per term.

A student’s first year in Project IMPACT is considered conditional, based upon their continual engagement with program the services. Lack of meaningful engagement with program services in the first year will be interpreted as lack of sufficient need of the program. Students who fall into this category may have their application re-evaluated and may be exited from the program in order to provide other students an opportunity to join the program.

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Application Timeline for New Students

June – August

1. Submit all application documents
2. Staff Reviews Documents
3. Program Interview
4. Notification of Decision

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Eligibility

To be eligible to apply students must be:

* United States Citizens or permanent residents (sorry, no F-1 visas)
* Pursuing first bachelor’s degree
* Have a documented disability
* Have demonstrated need for Academic Support

Note: Eligibility is not guarantee of acceptance

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You Submit Application Documents

* Completed Application
* Signed 1040 Tax form (or your parents’ if you are under 24)
* Disability Documentation such as:
  + High School IEPs
  + Accommodations list from college
  + Doctor’s note
  + LD assessment

Email Documents to [pi@csueastbay.edu](mailto:pi@csueastbay.edu)

Hand Deliver or Mail to:

Attn: Project IMPACT  
LI 2550  
California State University East Bay  
25800 Carlos Bee Blvd.  
Hayward, CA 94542

Fax: 510-885-4775  
Phone (department office): 510-885-3868

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Staff Review Documents

We make sure we have all application documents

Review academic history for demonstrated academic need

* History of low or failing grades
* Low test scores on SAT, ACT
* Enrolled in remedials (low ELM, EPT)

What if I don’t have low/failing grades, am not in remdials and do not have low standardized test scores?

Don’t worry! You still could be eligible. We will contact you if you don’t qualify under one of our main categories. We may ask you to take an assessment before we move forward. Some students have qualified under assessments in the past.

Sometimes, if the university does not have your transcript – we may ask you for it. This is why – to document academic need.

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Interviews and Grant Priorities

Our grant prioritizes students who are low income, first generation or have high demonstrated academic need. Some spaces in each interview period are held for students who are low income.

We have two interview periods. Priority groups are scheduled in the first interview period.

The interviews usually take 30mins – 1hr

We have a rolling acceptance and fill available spaces as interviews are completed. Therefore, an interview date is not a guarantee of an interview. An interview is also not a guarantee of acceptance.

Image of four students working at the community table. Students are using hands on models to study biology.

Slide Twelve

What to expect in the interview

We think of is as an interview for us too! It’s a chance for us to get to know you better. But it’s also a chance for you to as us questions!

We are looking to see how you will engage with the program if you are offered a place.

You will also take two brief assessments about how you feel about school and your current study habits. There’s no right answer and you only need to know yourself. Most students finish them in 30 min

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Notification of Placement

1-2 weeks after your interview you will be notified either by email or on the phone about whether we can offer you a place in the program

If you cannot offer you a place we will help connect you to other resources on campus.

There is a small chance you may be placed on a waiting list if space isn’t immediately available. Students are moved off the wait list at the end of each interview period.

Slide Fourteen

Project Impact Works!

Image of bar graphs detailing the following comparable data:

Persistance:

* CSUEB – 77%
* Project IMPACT 92%

Persistance rate is the average for entering cohorts from 2010-2015

Good Academic Standing

* Project IMPACT 94%

6 year Graduation Rate

* CSUEB – 48%
* Project IMPACT – 62%

For cohorts entering in 2011. CSUEB data for cohorts entering in 2010.

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Student testimonials

Project IMPACT (aka Supportive IMPACT) is one of the best support programs at CSUEB. They went way beyond my expectations, especially during my first quarter by keeping me in a calm disposition amidst the overwhelming load of course studies.   
- M.A.R.

This program is the most supportive program I’ve ever known. There’s no way to fail with the support that is offered and given. The kindness and compassion and gentleness of the staff are indescribable. No matter what I was able to get help, support, instruction and a good ear.  
 – Trinity B.

Project IMPACT helped me meet my goal of graduation. Their support and counseling helped keep me grounded and gave me direction. Through them, I found my calling – helping kids with special needs and giving back to people with no voice.   
- Anthony A.

Image of a full Project IMPACT Study Lab – three tutors work with students at computers and three additional students study together at the communal table.

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Questions?

Image of Project IMPACT Logo

Building community, one student at a time.

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Ask us about our monthly newsletter and follow us on Facebook!

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