CALIFORNIA COMMUNITY COLLEGES
AND
RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

#88-0012
## 88-0012 --- FII --- SUMMARY

California Community Colleges  
Curriculum and Instructional Resources Division

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>1988-89</td>
<td>88-0012</td>
<td>Rancho Santiago</td>
<td>Rancho Santiago</td>
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### PROJECT TITLE

Precollegiate Skills Remediation Project

<table>
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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tbody>
<tr>
<td>Grant = $20,159</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Developmental Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
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<td>Resource Materials</td>
<td>Basic Skills</td>
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**PROJECT DIRECTOR**

Cindy Sorensen, Coord Career Beginnings

**PROJECT SUPERVISOR**

David Guzman, Dean Student Development Srvcs

**PROPOSAL DESCRIPTION**

This project will expand the peer tutoring model of STEP (The Student/Teacher Educational Partnership) program and implement summer remediation for students participating in a special program called 'Career Beginnings.' The STEP program presently provides math tutoring services at three high schools within the Rancho Santiago College District. This present remediation project will expand the services to include English tutoring and add two more high schools to the program.

This project will serve as a model for meeting precollegiate basic skills needs of educationally disadvantaged high school students.
Precollegiate Skills Remediation Project

The Community College Fund for Instructional Improvement provides funding specifically for alternative educational services. The purpose of this project is to address the special learning needs of educationally disadvantaged high school students. This will be accomplished by providing remediation services for improvement of precollegiate basic skills.

The student population in the Orange County Santa Ana High School District consists of 87% minority students. The majority of these are Hispanic. This is the group most likely to be educationally disadvantaged and drop out of school. Remediation services in math and English are essential for many of these students to graduate and have the opportunity to participate in higher education.

This project proposes to expand the peer tutoring model of STEP (The Student/Teacher Educational Partnership) program and implement a summer remediation program for students participating in a special program called Career Beginnings. The STEP program presently provides math tutoring services at three high schools within the Rancho Santiago College district. This remediation project will expand these services to include English tutoring and add two more high schools to the remediation program. The addition of English tutoring is an essential component in addressing the basic skills needs of these high school students. Over 50% of the high school population are ESL students and language difficulties are often a barrier to graduating from high school and preparing for college.

This project will provide needed support for two existing college programs, STEP and Career Beginnings program. Each of these programs is providing special services to educationally disadvantaged high school students. This project will address remediation needs of these students that are not being met by the current programs. This in turn will increase the enrollment pool for the College.

The Project Objectives are:

1. To assess precollegiate basic skills levels of educationally disadvantaged Career Beginnings high school juniors and seniors.

2. To design and teach a six week summer remediation course to address specific remediation needs of these students.
3. To provide math and English tutoring services at five high schools using the STEP program peer tutoring for Career Beginnings and other educationally disadvantaged high school students.

4. To evaluate students progress in math and English at 6 week intervals during the school year to determine further remediation needs and evaluate effectiveness of tutoring program.

5. To disseminate the model and project outcomes to other community colleges, specifically to other Career Beginnings project sites.

6. To evaluate the strategies and procedures developed and to refine the model.

This project will serve as a model for meeting precollegiate basic skills needs of educationally disadvantaged high school students. Many other California colleges are being faced with an increasing minority population which requires special attention for academic preparation for college. This project may provide some guidelines for developing strategies to strengthen basic skills in minority high school students.
Precollegiate Skills Remediation Project

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

The purpose of this project is to address precollegiate Basic Skills needs of Career Beginnings students and other educationally disadvantaged high school students in need of basic math and English remediation (Ed. Code Program 84381 C) The majority of these students are members of groups that often drop out of high school altogether or graduate without sufficient basic skills capabilities to enroll in and successfully complete a college degree. These are Hispanic and Asian minority groups, most of whom are ESL students. The development of a comprehensive remediation program to address the special learning needs of these students will help to reduce the high school drop out rate and better prepare these students for success in higher education.

Career Beginnings is a special national program that is privately funded by the Ganett Foundation and the Commonwealth Fund. Rancho Santiago College is one of only 24 colleges funded by this program which is managed by the Center for Human Resources at Brandeis University. The purpose of the program is to provide a variety of support services to educationally and economically disadvantaged high school seniors to ensure that they graduate from high school and make productive decisions about higher education and career development. The students begin the program during the summer of their junior year. They are placed in full-time jobs that offer them experience in the real work world. Each Friday for six weeks they participate in an all-day enrichment workshop on the college campus. They work with high school work experience instructors in the morning and college instructors in the afternoon. The focus of the workshops is on adjusting to the world of work and making career decisions.

Throughout their senior year these students are assigned a counselor who works with them on graduation and college preparation. Each student is also assigned a mentor from the business and professional community. This mentor works exclusively with one student to monitor progress and provide opportunities to visit colleges and meet people who are in professions
of interest to the student. The program activities are centered around exposing students to
career options, college preparation and independent living skills.

Since many of these students are ESL students they need English remediation to be able to
pass the required high school English courses to graduate. Currently there are no tutoring
services available to these students at their high schools or at Rancho Santiago College.
Being economically disadvantaged prevents them from affording private tutoring. Basic math
skills are also weak for a good portion of the group and some of these do not graduate with
their class because they fail math. Through the STEP (Student/Teacher Educational
Partnership) project (see attachment), math tutoring is available at three Santa Ana High
Schools.

Career Beginnings participants are recruited from five of the college’s feeder high schools.
Two of these schools are in the Garden Grove school district. At present there is no tutoring
available in any subjects at these schools. This remediation project would set-up peer tutoring
services in math and English at both these sites and add English tutoring to the three Santa
Ana high schools. With the cooperation of the high schools and the college staff currently
operating the STEP project, these services would be available to all educationally
disadvantaged students at these five schools.

This project is not an adaptation of another instructional improvement project. It should be
considered a new development.

This project will be conducted singly. Other sources will not be used in connection with this
project.

BASIC AGENDA

This project specifically addresses the goals of objective B - Educational Excellence. Initiative
number one concerning Basic Skills and English as a Second Language is the focus of this
project. The services of this project are designed to address the needs of ESL students and
improve precollegiate basic skills levels of all educationally disadvantaged high school
students at five of the college district feeder high schools.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

1. Problem Identification

In the Santa Ana high school population there is currently a 50% drop out rate. The majority of these students are Hispanic. Each year more Asian students are enrolling, increasing the existing 87% minority student population. The Career Beginnings program targets the minority students who are tenacious and have managed to stay in school and maintain at least average grades. While this program greatly expands their career horizons and knowledge of higher education, it cannot be effective if these students lack the basic skills to follow through and be successful in further academic endeavors.

Almost all high school students who are educationally disadvantaged are in need of some type of basic skills remediation. Without special assistance in this area they may be: 1) unable to graduate from high school, 2) unable to enroll in and pass college preparatory courses, 3) unable to enroll in and complete a college curriculum, 4) remain economically disadvantaged, and 5) be prevented from fulfilling their potential as productive citizens. This is particularly true of the ESL students whose numbers have increased dramatically in the past five years.

Through the STEP project the college has been able to develop a peer tutoring program at three high schools in the Santa Ana district. At these schools math and science tutoring is available to all interested students four days a week for one hour after school. During the last academic year 550 students participated in this program with a total of 2100 contact hours. The program is administered by Rancho Santiago College through its Learning Center and takes place at the individual high school campuses with the cooperation of the high school administrators and math and science instructors.

The peer tutors are hired and trained by the College and supervised by a college student. High school instructors are asked to recommend peer tutors and students in need of tutoring services. Student participation and attendance information is forwarded to student's math and science instructors. Student progress is monitored by the tutors and by self-reports from the students.

2. Desired Outcome

a) This project will result in the development of a basic skills remediation program that will increase the number of students completing high school and attending institutions of higher education.

b) This project will result in the implementation of a special summer remediation program targeted for Career Beginnings students.
c) This project will result in a 150% increase in the number of students who can receive tutoring services in math and English.

d) This project will result in two new district feeder high schools implementing a precollegiate basic skills remediation program.

e) This project will result in a greater collaboration between the high school district in providing special instruction services to educationally disadvantaged high school students.

f) This project will result in a model for basic skills remediation that could be used in districts with a predominantly minority student composition and specifically in colleges that are funded for the Career Beginnings program.

3. Current Practice

Students are routinely tested in all academic areas to assess skill levels. Students are often placed in classes based on the results of these tests. Presently there is only tutoring available at three Santa Ana area high schools for students needing extra help with math and science. If students are not making passing grades in other subjects they are left without remediation assistance and often fail. This means making up classes later or not graduating.

The current STEP tutoring has proved successful in that high school instructors are referring students to the program and students are reporting improved test scores and grades. The Career Beginnings students who need remediation in these subjects have found it to be very helpful. The STEP program is unable to expand their services because of funding restrictions. Many Career Beginnings students need help with basic English skills. There are no services to address these needs and this project will fill this gap.

This project will use assessment tools to determine basic skills deficiencies in 100 Career Beginnings students. Based on the results of these tests an intense remediation course will be designed for math and English. Students will receive instruction for six consecutive weeks in the summer prior to starting their senior year. The outcome will be that they can successfully complete college preparatory courses and be ready to enroll in college immediately after graduation.

If students need further remediation through the academic year the new tutoring components will be available to them. This project will build on the existing STEP model and augment the existing tutorial services in place. The addition of English tutoring is an essential component in addressing the special needs of the minority population in the high schools. Of the students involved in this year's Career Beginnings program, 46% are Hispanic and 46% are Asian. This is an exemplary cross section of students from the five high schools that this project will service.
3. Population To Be Served

POPULATION SERVED

A typical recipient of the services of this project will be an educationally disadvantaged high school student who is a member of an ethnic minority group? specifically Hispanic or Asian. Services will be made available to all high school students with basic skills remediation needs and students participating in the Career Beginnings program.

<table>
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<th>NUMBER</th>
<th>SEMESTER</th>
<th>GROUP</th>
<th>ETHNICITY</th>
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<tbody>
<tr>
<td>100</td>
<td>Summer '88</td>
<td>New Career Beginnings Students</td>
<td>60% Hispanic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>35% Asian</td>
</tr>
<tr>
<td>400</td>
<td>Fall '88</td>
<td>Two new Garden Grove High Schools</td>
<td>70% minority group members</td>
</tr>
<tr>
<td>525</td>
<td>Spring '89</td>
<td>All five schools 1,025 English - math</td>
<td>70% minority group members</td>
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4. Objectives

OBJECTIVES

1. To assess precollegiate basic skills levels of educationally disadvantaged Career Beginnings high school juniors and seniors.
   Estimated Cost:    Career Beginnings and regular District staff

2. To design and teach a six week summer remediation course to address specific remediation needs of these students.
   Estimated Cost:    $344

3. To provide math and English tutoring services at five high schools utilizing the STEP program model of peer tutoring for Career Beginnings and other educationally disadvantaged high school students.
   Estimated Cost:    $21,003

4. To evaluate student progress in math and English at six week intervals during the school year to determine further remediation needs and evaluate effectiveness of the tutoring program.
   Estimated Cost:    $1,498

5. To disseminate the model and project outcomes to other community colleges, specifically to other Career Beginnings project sites.
   Timeline:    June 1989.
   Estimated Cost:    District staff, $300 supplies

6. To evaluate the strategies and procedures developed and to refine the model.
   Timeline:    April 1989 - June 1989
   Estimated Cost:    $724
5. Workplan Narrative

[AN “ACTIVITIES CHART” IS INCLUDED IN THE PRINT DOCUMENT.]
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

Response to the current STEP tutoring has been very good. High school administrators, instructors and students are supportive of the program and it has received increased funding since initial start-up four years ago. The College presence on the high school campuses has created a positive image of the College and its services. The addition and expansion of existing tutoring services will further ingratiate the college with students who are more likely to enroll here after high school graduation. With this type of enrollment benefit, continued institutional support is likely.

This project is a natural extension of existing instructional services. It will provide individualized remediation services to high school students most in need of basic skills tutoring. With an increase in the minority population in many parts of the state there is also an increase in educationally disadvantaged high school students. Their precollegiate basic skills needs must be addressed to ensure preparation for and enrollment in college. This project can serve as a model that can be adapted to the high school populations in other college districts.
7. Evaluation Plan

EVALUATION PLAN

1. Procedures/Outcome Evaluation

The evaluation of this project is designed to provide regular review and feedback to the Project Director and evaluation team. The evaluation team will consist of one instructor from the Santa Ana School District, one from the Garden Grove District, and specialist from the College Learning Center. This will provide several different levels of perspective on the project. The project director and the evaluation team will receive regular reports updating them on the progress of the project. The team will meet three times per year to evaluate the services, to assure that the project is meeting its timelines and goals, and to review the final report and results of this project.

2. Data Collection and Treatment

The project director will continuously monitor and evaluate the procedures and activities throughout the duration of the project and report on its progress to the Dean of Student Development Services. Every two months statistical reports will be collected from the tutor specialist and the Career Beginnings counselors. These reports will consist of attendance records for each tutoring module and records of student class progress and grades in math and English. The data from these evaluations will be incorporated into program planning and implementation.

3. Project Incorporation

The college will incorporate the results of this project into the existing STEP and Career Beginnings programs. The project director is actively involved in student services and outreach committees and the project activities will be disseminated and included in committee program planning discussions.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

The Project Director will prepare a final report for the Chancellor's Office which will detail the outcomes, procedures, and results obtained during the course of the project. An Executive Summary will be prepared for distribution to Chief Executive Officers, Chief Student Services Officers, and Chief Instructional Officers. The Executive Summary and the final report will be reviewed by district staff and Chancellor's Office staff for revision. A complete outline of this model will be printed for distribution and included in the final report. Rancho Santiago College is very active in state and regional organizations such as LARC and CACC; these organizations provide an ideal opportunity for dissemination of project information. The college will also include this information in regular reports to Brandeis University in relation to the Career Beginnings program.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]