CALIFORNIA COMMUNITY COLLEGES
AND
CHAFFEY
COMMUNITY COLLEGE DISTRICT

#88-0432
**Project Intercept**

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td>88-0432</td>
<td>Chaffey</td>
<td>Chaffey</td>
</tr>
</tbody>
</table>

**Grant** = $44,260  
**D --- Ed Services for New Clientele**  
**Outreach**

**PROJECT PRODUCT**  
**PROJECT TOPIC #1**  
**PROJECT TOPIC #2**  
**ACADEMIC SUBJECT**  
At-Risk  
Retention  
Inter-Disciplinary

**PROJECT DIRECTOR**  
Ricardo Diaz, Director

**PROJECT SUPERVISOR**  
Inge Pelzer

**PROPOSAL DESCRIPTION**

This project proposes to target “at risk” Latino youths entering grades 7 through 9 in the Chino Unified School District for a six week summer program designed to increase the likelihood that they will graduate instead of dropping out. By the project’s definitions, these “at risk” students will (1) have failing grades; (2) lack basic skills in reading; (3) have parents with low education; (4) have siblings or parents who have dropped out; (5) have low-level self-esteem; (6) demonstrate disruptive behavior or rebellious attitudes; (7) experience stressful home life; (8) have no father in the home; (9) be gifted or talented; (10) fail to see the relevance of school.

INTERCEPT will address a variety of academic and vocational studies, provide a more individualized instruction, and use a teaching staff that is more sensitive and responsive to the special needs of these students. The career component will provide participants with opportunities to evaluate interests, attributes, and personality factors and, subsequently, employ use this information in exploring career choices.
The proposed project, Project Intercept, intends to target "at risk" Latino youth entering grades 7th through 9th to provide a six week summer program designed to increase the likelihood that they will graduate instead of dropping out. "At risk" youth for the intended purpose of this program are defined as the following: Latino youth that: 1. Have failing of grades, failing in reading; 2. Lack basic skills, inability to read at appropriate grade level; 3. Low education level of parents; 4. Siblings or parents have been dropouts; 5. Disruptive behavior and rebellious attitudes towards authority; 6. Low level of self-esteem; 7. Excessively stressful home life; 8. Absence of father from home; 9. Gifted and talented students (frequently bored with school); 10. Poor grades; 11. Fail to see relevance of school education to life experiences. A survey checklist instrument will be developed to identify at risk youth. The children's problems checklist for parents and the student referral checklist for teachers and administrators will be also implemented to identify and select 30 children for the project.

The approach taken by Project Intercept will address a mix of academic and vocational studies, provide more individualized instruction, and use a teaching staff that is more sensitive and responsive to the needs of the "at risk" student. This proposed program will address several areas; career and vocational exploration, self-esteem building, developing positive peer influences, basic skills remediation, parent education, community support and involvement, developing a "no dropout" attitude about school, familiarization with higher educational systems and the role of education in life experiences.

The career exploration and vocational education component of the program will attempt to provide participants with the opportunity to evaluate interests, attributes, personality factors and employ this information in exploring various relevant career choices. Several career exploration activities and resources will be employed in this effort over the first four weeks of the project. Students will then have the opportunity to job shadow professionals working in careers that are of interest to them. Students will also have the opportunity to get a hands-on orientation to the many different programs of study offered at Chaffey College. Chaffey College professors will conduct 1 to 2 hour mini career seminars giving the children an overview of the program of study, career opportunities, and conclude with a hands-on activity or demonstration.

Self-esteem building and positive peer influence will be built into all the activities of the program, as well as specific activities serving these purposes. A team support approach
designed by Dr. Jonathan Hart, a psychologist dealing with disturbed and problem children, will be utilized to maintain discipline, encourage participation, and provide positive peer influences. This approach utilizes a sports team attitude towards encouraging positive behavior and discouraging negative behavior with the main source of policing evolving from the children. A number of self-esteem building activities including cultural awareness activities, video resources, self-esteem building activities designed by a specialist who will train staff and assist in the implementation of those activities.
Project Intercept

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

NEED
In education, the most pressing issue facing Latinos today is the high number of students dropping out of school before graduating. In general, the data shows that approximately 50% of the Mexican American and Puerto Rican youth leave high school without a diploma. A 1984 current population survey comparing dropout rates of different ethnic groups in the U.S. showed that Hispanics, particularly Mexican Americans had the highest dropout percentages in all age categories (Appendix I). The most alarming figures were evident in the 18 to 19 and over 19 age group where Hispanics, as a whole, registered 26.2% and 37.4% dropouts respectively. Percentages for Mexican Americans were even more alarming at 28.2% and a whopping 44.3% for the over 19 age group. This is compared to 15.2% and 14.6% for whites and 24.2% and 25.9% for blacks in the same age groups.

California is no exception to national trend. The 1980 census data showed Hispanics in the 18 to 19 and 19 years and older groups measured a dropout percentage of 36.9% and 42.8% respectively. Only 4 other states out of 10 surveyed were higher than California in dropouts for the same age group Appendix II. Female and male Hispanics differed slightly in dropout rates. The most noticeable differences occurred in the 14 to 15 year old category where Hispanic, particularly Mexican American women, were 2 to 4 percentage points higher than their male counterparts in that age group and almost double their female black and Anglo counterparts. (Appendix III)

In the school district targeted for this project, Chino Unified School District, a more conservative formula is employed to measure dropout rates resulting in what seem as lower dropout figures than the state or national average. The dropout percentages are measured by the total number of students enrolled in the district, grades 10th through 12th, who did not request a transcript report be sent to another district during a 45 day period over the total number of students enrolled in that district during the same time period. The overall dropout rate for 1987-88 was reported at 8% to 10%. Hispanic dropout rates for the 1985-86 and 1986-87 academic years were reported as 9.7% and 13.2% respectively.

From a statewide perspective, there has been no systematic process for maintaining nor collecting dropout information for all high schools. Efforts by the California State Department of Education to rectify this problem were begun in 1983 when a report entitled, "Dropout Feasibility Study" was prepared and submitted to the Joint Legislative Budget Committee on November 15, 1983, in response to SB 913 (Chapter 498, Statutes of 1983). This report offered the following definition of a dropout: "A dropout will be defined as any person who leaves school prior to graduation or completion of a formal education, or legal equivalent, and who does not, within the 45 school days, enter another public or private educational institution or school program." As in the case of Chino, this explanation offers a definition of the dropout, but stops short of specifying the methodology for summarizing data on dropouts. The most obvious flaw is the latitude allowed districts in calculating the percentage of dropouts. As in the
case of Chino, the total number of students in the district increased over the year due to growth in the community, thus creating a high basal number to calculate the dropout rate. A more accurate figure would use the same definition to identify the dropout, however, would look at the total number of freshman students that matriculated through to graduation, left the district, or dropped out. Most districts seeking an accurate representative number will use this methodology, but still there is a lack of standard procedures for collecting this data.

Like other ethnic groups, there are many reasons for why Hispanics drop out of school. Studies have suggested several common factors which identify potential Hispanic dropouts. Some of these are personal characteristics, some are characteristics of the schools they attend.

Personal characteristics include: rates of absenteeism, lack of academic success, repeated suspensions, low parent involvement, teen pregnancy and low self-esteem. Being over-aged for his/her grade also appears to contribute to a student's likelihood of dropping out of school. School related factors include: lack of Hispanic role models among teachers and other school staff, lack of support from school counselors, work study and cooperative education programs which underserve Hispanics, lack of appropriate programs to meet language needs, and the fact that many Hispanics attend school in districts with low pupil expenditures, high pupil teacher ratios, and limited resources.

The 1982 "Follow-up to High School and Beyond" study asked Hispanic youth who had been sophomore participants in the 1980 study, and subsequently dropped out of school, about their reasons for leaving school. The responses are presented in Appendix IV. The most frequent response given by Hispanic men was that they "had poor grades", with 34% giving this rationale. Anglo men responded similarly with 36% selecting this as the number one response. The second most frequent response for Hispanic men was "offered a job and chose to work", with a 26% rate and a close third highest response being, "school was not for me", at 25%. Hispanic women, on the other hand, indicated 33% response to "married or plan to" as the number one reason for dropping out. Their second and third highest response was "had poor grades" and "was pregnant", respectively.

Alvin Poussaint, Associate Professor of Psychiatry at Harvard University, has identified psychological and sociological factors addressing why students drop out of school. Among them are: 1. Students are pushed out of school and let out of school; 2. Students don't have anyone to talk to; 3. Students lack skills which causes anxiety and failure; 4. Parents don't know how to provide support or an environment conducive to education (e.g., no quiet place to study at night); 5. Peer pressure and peer violence; 6. Drugs and alcohol; 7. Family problems; 8. Financial problems; 9. Psychological problems; 10. Little value of high school diploma (college grads taking all the good jobs high school graduates formerly need); 11. Television.

Indeed, intermingling factors influence who stays in school and who leaves. Many students drop out because of the cumulative effects of too many negatives over a lifetime of the many problems mentioned above.
Ultimately, society has to pay the price for the failure of these young people to graduate. Dropouts have more difficulty finding and holding jobs. Estimated unemployment for dropouts shortly after leaving school is more than twice that of high school graduates. Once employed, dropouts earn less annually than high school graduates. A 1985 survey by the U.S. General Accounting Office among 25 year old and up workers showed the high school graduate earned $4,000 per year more than those with 9-11 years of schooling. Consequently, society is impacted by forgone national income and tax revenues for support of governmental services and an increased demand on public services. Leaving school can also take a devastating human toll. A 1987 Gallup Poll found that 23%, of the respondents with less than a high school education were dissatisfied with their personal lives. Dropouts surveyed concluded that leaving school was a mistake. In the prisons, 71% of the inmates are now high school graduates. Uneducated adolescents become unskilled or semiskilled workers who cannot contribute fully in society, consequently, seek alternate means of taking care of their needs. Non-grads also have decreased political participation, lessened social mobility and ultimately costs society an estimated $6 billion dollars a year in increased social services and reduced productivity.

Approach and Overall Methodology

The proposed project, Project Intercept, intends to target "at risk" Latino youth entering grades 7th through 9th to provide a six week summer program designed to increase the likelihood that they will graduate instead of dropping out. "At risk" youth for the intended purpose of this program are defined as the following: Latino youth that: 1. Have failing of grades, failing in reading; 2. Lack basic skills, inability to read at appropriate grade level; 3. Low education level of parents; 4. Siblings or parents have been dropouts; 5. Disruptive behavior and rebellious attitudes towards authority; 6. Low level of self-esteem; 7. Excessively stressful home life; 8. Absence of father from home; 9. Gifted and talented students (frequently bored with school); 10. Poor grades; 11. Fail to see relevance of school education to life experiences. A survey checklist instrument will be developed to identify at risk youth. The children's problems checklist for parents and the student referral checklist for teachers and administrators will be also implemented to identify and select 30 children for the project.

The approach taken by Project Intercept will address a mix of academic and vocational studies, provide more individualized instruction, and use a teaching staff that is more sensitive and responsive to the needs of the "at risk" student. This proposed program will address several areas; career and vocational exploration, self-esteem building, developing positive peer influences, basic skills remediation, parent education, community support and involvement, developing a "no dropout" attitude about school, familiarization with higher educational systems and the role of education in life experiences.

The career exploration and vocational education component of the program will attempt to provide participants with the opportunity to evaluate interests, attributes, personality factors and employ this information in exploring various relevant career choices. Several career exploration activities and resources will be employed in this effort over the first four weeks of
the project. Students will then have the opportunity to job shadow professionals working in careers that are of interest to them. Students will also have the opportunity to get a hands-on orientation to the many different programs of study offered at Chaffey College. Chaffey College professors will conduct 1 to 2 hour mini career seminars giving the children an overview of the program of study, career opportunities, and conclude with a hands-on activity or demonstration.

Self-esteem building and positive peer influence will be built into all the activities of the program, as well as specific activities serving these purposes. A team support approach designed by Dr. Jonathan Hart, a psychologist dealing with disturbed and problem children, will be utilized to maintain discipline, encourage participation, and provide positive peer influences. This approach utilizes a sports team attitude towards encouraging positive behavior and discouraging negative behavior with the main source of policing evolving from the children. A number of self-esteem building activities including cultural awareness activities, video resources, self-esteem building activities designed by a specialist who will train staff and assist in the implementation of those activities.

One unique feature of this component is that the project will employ a group of broadcasting students to document the activities of the project film. As part of this documentary, the children will participate in a show about them and their experiences. The children will earn time in the studio depending on their behavior and team effort, consequently influencing positive behavior. One film they will gain much personal esteem from participating in this children's show, as well as being a part of the overall documentary.

A pre and post test using the self-esteem inventories for children, form A, will be employed to measure the growth experienced by children through these activities. Parents will participate in three separate orientation and education sessions. Each session will review the general areas to be covered by the children over the preceding two week period and educate parents on methods and techniques to enhance their children's learning experience. Parents will also be provided information about future college opportunities and support available to finance their children's education. Parents will also be provided information and training on effective parenting techniques. The primary goal of these seminars is to improve the home support for the participant's education.

The remediation component will offer the students an opportunity to gain both summer school credit through the district and college credit through Chaffey. Students will receive instruction at both the college and at Chino District campus. Several different remediation approaches will be employed, including the use of computerized software programs. Classroom instruction and small group (3 to 1 ratio) tutoring with college students. Students will be administered the WRAT test to establish baseline skill levels in math, reading, and writing. A post-test will be administered to evaluate progress made during the project.

A collaborative effort between Project Intercept, Cal Soap (CSU), and Early Outreach is planned to inform students about higher educational opportunities. Participants will visit a CSU and UC campus and included in early outreach efforts of these programs after they return to
school. Parents will also be provided information about higher educational opportunities via this component.

Fund raising for scholarships to be granted to participants of this summer project will be coordinated by the joint efforts of the Alliance of Latino Business Associates and the Chino Chamber of Commerce. It will be the goal to guarantee each participant a tuition and books scholarship for two years to Chaffey College when they graduate. Funds will also be sought to continue this project the following year, and possibly, expand the number of students served.
3. Population To Be Served

[NO "POPULATION" ACCOMPANIES THIS DOCUMENT.]
4. Objectives

Objective

A. To identify and enroll 30 Latino junior and pre-high school children that are "at risk" students.

B. To provide remediation of basic learning skills by taking a non traditional approach to instruction resulting in college and high school credit at the same time.

C. To provide activities through the project that enhance the participants self-esteem and provide a forum for personal growth through interaction with others.

D. To educate the participants about higher educational opportunities at the various systems of higher learning, including admissions, financial aid, programs of study, and other pertinent information.

E. To involve participants in interactive career exploration activities resulting in a better awareness of the role of education in preparation for employment and the general issues considered in a career decision.

F. To collaborate with business and industry to provide funds for continued support of Project Intercept and guaranteed scholarships for participants that graduate from high school.

G. To establish an evaluation procedure for the purpose of measuring the improvement of skills and attitude towards self and education upon completion of the summer project and to track effects of summer experience on performance during regular school year.

H. To educate parents of the participants about the significance of their role in educational process and present various techniques, and strategies for enhancing their child's education.
WORK STATEMENT
The activities described below are categorized by the related objectives they fall under. The objectives in the previous section are alphabetized from A to G.

Activities Related to Objective A

1. Finalize agreements between Chino Unified School District and Chaffey College establishing permission for the children to attend the college summer program and their role in providing transportation, a Chino site for summer classes and liability insurance for the participant’s welfare.

2. Identify a pool of high risk junior high school children to randomly select the thirty participants of the project. The children’s problems checklist for parents, the student referral checklist, and a self evaluation survey instrument will be employed in this effort.

3. Administer pre-test instruments to evaluate basic skills, attitudes about school, career preferences, and personality attributes. The Survey of Study Habits and Attitudes, Form H, Self Directed Search, Form E, the WRAT-R Level E, and the Culture Free SEI(CF/El) Self Esteem Inventories for Children, Form A will be utilized.

4. Conduct interviews with participants gathering background information and orient them about the summer program. Secure parental permission for them to enroll in the project, participate in activities, and be bused up to Chaffey College.

5. Enroll participants in both Chaffey summer school and the Chino Unified School district summer programs.

6. Establish bus pick-up points and schedule, then instruct students on specific program schedule i.e., days at Chaffey College, days at Chino school site, hours for pick up and return from Chaffey College. Also, send correspondence to parents with the same information to enlist their support.

7. Establish a program progress file where personal data, progress reports, counseling and instruction notes, and any other relevant data can be maintained in confidence about participants.

Activities Related to Objective B

1. Provide 14 hours a week of instruction on remediation of basic skills, learning how to learn, and understanding effective teacher student behaviors that result in better relations. A variety of learning approaches will be implemented, including the use of...
computers, group instruction, tutorial assistance, and the use of various multimedia resources available at the college.

2. Instructional aides will assist in small group instruction and learning activities. Six college students will be hired to work with students on a 5 to 1 student ratio.

3. Participants will enroll in one college unit of remediation of math, reading, and writing, respectively. At the end of the six week program, they will have 3 units that can be used towards high school graduation.

4. The instructor will develop specific learning objectives with timelines for measuring progress. These objectives will be reviewed with the instructional assistant and his/her assigned students to establish reasonable goals. These objectives will also be shared with parents, along with homework assignments and instruction on how to provide an effective learning environment at home. This will be part of the parent orientation and education seminars.

5. Students will be provided with all the necessary classroom materials for the duration of the program. Pencils, crayons, notebooks, books, and any other school related materials will be supplied to the children.

6. Fruit and non-carbonated, nutritional drinks will be made available in the morning for children who do not have breakfast before they come up to the college. Also, lunch will be provided for all the children through the student cafeteria at the college 3 days a week. This will be done to ensure student's learning capabilities are not hampered by a lack of nutrition.

Activities Related to Objective C.

1. Students will participate in a television documentary where part of that program will be dedicated to an in-studio show about their life experiences. The show will give them an opportunity to talk about those concerns and problems that make them children "at risk" of dropping out of school. It will also be an opportunity for them to promote positive counter measures that will be useful in setting an example of the kind of attitude and activities that will keep them out of trouble and in school. The rest of the documentary will follow their progress and participation in the summer institute over the six weeks. This will be useful in generating financial support from private citizens- and corporate and industry entities to provide scholarships and continued support for the program beyond the initial funding phase. It will also be used to encourage and educate other "at risk" children in the Chino district and any other district that would want to use the video. Other districts and community colleges that might want to replicate this project will also have access to the video to model their program after.

2. Recreational activities that build self-esteem and provide a healthy team supportive
concept will be implemented. The "new games" approach to recreation and physical activities will be employed during a regularly scheduled recreation break. The participants will have access to all the college's physical education facilities under the supervision of a recreational leader and the instructional assistants.

3. The students will participate in a regularly scheduled group discussion/activity focusing on personal growth. Values, clarification, interpersonal relations, and personal self-discovery will be the primary subjects of this discussion/activity time.

4. Field trips will be scheduled to introduce the participants to various historical contributions made by people of a Latino origin. The participants will also be exposed to Latino music, art, and theater through various scheduled activities and field trips.

5. An end of the project luncheon will be scheduled to honor participants and recognize them, the staff, and parents for their involvement in the project. Curing the program, business and community leaders involved in the generating of funds for scholarships and continued funding for the project will be honored. Awards will be presented to each participant, along with the guaranteed scholarship from the project foundation.

6. Two consultants will work with project staff to assist in the training and utilization of various self esteem building activities. Dr. John Hart will train the staff on a general approach to the children to create a positive esteem building peer influence among the children through the entire duration of the project. Ms. Sue Brotherton will provide training, materials, and be a drop-in instructor for self esteem building activities.

7. Various video-based self esteem and personal growth activities will be implemented in this component. The following video titles represent those that will be purchased and employed. 1) "Liking Me: Building Self Esteem" 2) "Who am I? Looking at Self Concept" 3) "The group and you: Handling the Pressures" 4) "Exploring your feelings" 5) "Learning to Say No" 6) "How to Help Students Succeed."

Activities Related to Objective D

1. Regularly scheduled time will be spent educating participants about the various institutions of higher learning. Each system will be reviewed thoroughly, including admissions requirements, financial aid, special programs, student support programs, programs of study, different degree levels and years required to complete those degrees, and college admissions testing.

2. A collaborative effort between CSU system's Cal Soap, UC system's early outreach, and Chaffey College's Project Intercept will be organized to tie students into early outreach activities that can continue to benefit participants once they go back to school in the fall. Tours of area CSU and UC campuses will also be organized through these programs to expose the children to other college campuses and the programs available.
3. Parents of the participants will be invited to a college information meeting where they will have the opportunity to meet with representatives from the different-systems and become familiar with the educational options available to their children. The various issues pertaining to preparing their children for the college experience will be discussed, as well as financial aid and support programs available to assist them with their future college needs.

Activities Related to Objective E

1. Participants will have the opportunity to actively participate in a hands-on informational seminar in several designated vocational and academic programs at Chaffey. Students will meet with an instructor from each of the designated areas and will be introduced to the different types of programs of study and participate in a hands-on learning session as part of the seminar. Some of the areas presently targeted include: Aeronautics, Life Sciences, Allied Health, Computer Science, Art, Foreign Language and Study Abroad programs, Theater, Drafting, Photography, and Broadcasting.

2. Students will participate in career exploration activities designed to help them identify personal interests, attributes, and values that can be used to match up with career fields worth exploring. Information about various career fields will be made available so that research can be conducted by the students to further explore their selected career fields. Various materials will be used to assist in this exploration process. The following are some of the materials that will be used to assist students in career exploration: 1) Aspiration Kits 2) "Dropping Out & Road to No Where" 3) "Comprehensive Education System" 4) "Why am I Studying This?" 5) "Problem Solving Activity Pack".

3. In that last two weeks of the program, participants will make visitations to various job sites and spend 1 to 2 hours with three different individuals in careers of which they are interested. This visitation will be structured so that the participants have an opportunity to ask previously specified questions and shadow the person doing their actual work.

Activities Related to Objective F

1. The Chaffey College Foundation will actively participate in generating funds and maintaining those funds for the purpose of providing full scholarships for each participant to attend Chaffey College. The Foundation will also establish a secondary account to generate funds for operating the project a second year after the grant sunsets.

2. The Director will work closely with the Alliance of Latino Business Associates, the Chino Chamber of Commerce, and the Chaffey College Foundation to plan activities that will generate funds for the project and scholarships for students. Brochures and materials about the project and the fund raising efforts will be printed to be employed in this effort. The video documentary will also be utilized for fund-raising efforts.
Activities Related to Objective G

1. All the students identified as prospective students will be administered the Survey of Study Habits & Attitudes , Form H, to establish a basal for those characteristics that are indicative of a high risk of dropout. Thirty students for the project will then be selected randomly from that group with 5 extra as alternates. At the completion of the project, these characteristics will be measured again to evaluate if any changes have occurred over the duration of the program. Both the non-participants and participants will benefit from early outreach activities of Cal Soap and UC early outreach over the entire year. At the end of the school year, both groups again will be tested and changes measured and compared. An initial final report will be submitted at the end of the project, however, the complete final report will be submitted when the testing is completed and evaluated at the end of the school year.

2. Student's grade reports, attendance, and teacher’s comments will also be monitored to evaluate improvements (or lack of) measured during the following school year. The previous years’ attendance, teacher’s comments, and grade reports will be gathered to compare changes being measured.

3. Participants and their parents will be surveyed on their subjective, qualitative evaluation of the project. This will be tabulated and included in the initial final report, along with the Director's summary comments about the evaluations and test results.

Activities Related to Objective H

1. Establish meeting dates for parent orientation to project and educational enhancement seminars. Four parent meetings are planned over the duration of the project with the recognition banquet scheduled as the fourth and final meeting. Spanish sessions will be provided if parents indicated a preference for presentations in their home language.

2. Cal Soap, Chaffey College, and Early Outreach programs will coordinate one session for informing parents about college educational opportunities. College admissions, financial aid, and information about college programs of study will be discussed.

3. Ms. Sue Brotherton will develop parent effectiveness activities and conduct a seminar with them on parental enhancement of a child’s learning.

4. Video instructional materials will be utilized in the parent orientation and education sessions. The following video and instructional materials will be purchased: "Dropping Out: Road to Nowhere", "Getting Through Bad Times", "Problem Solving Activity", and "How to Help Students Succeed".

SECTION IV PROGRAM SCHEDULE

<table>
<thead>
<tr>
<th>Start</th>
<th>Mid Eval</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activities Related to Objective A
1. Finalize agreements  Jan 89  --  Feb 89
2. Identify pool  Feb 89  --  Apr 89
3. Administer tests  May 89  --  May 89
4. Conduct interviews  May 89  --  May 89
5. Enroll in classes  May 89  --  May 89
6. Establish schedule and inform parents  May 89  --  June 89
7. Conduct parent orientation  June 89  --  June 89
8. Participant files  May 89  --  May 89

### Activities Related to Objective B
1. Remediation courses  June 89  July 89  Aug 89
2. Hire, train & employ instructional aides  May 89  July 89  Aug 89
3. Enroll in college units  June 89  --  Aug 89
4. Learning objectives  June 89  July 89  Aug 89
5. School materials  Apr 89  Continuous  Aug 89
6. Breakfast & lunch for children  June 89  Continuous  Aug 89

### Activities Related to Objective C
1. TV Documentary  June 89  July 89  Aug 89
2. Recreational activities  June 89  July 89  Aug 89
3. Self-esteem, personal growth, discussion/activities  June 89  July 89  Aug 89
4. Field trips for cultural enhancement  July 89  --  Aug 89
5. Recognition luncheon  July 89  --  Aug 89

### Activities Related to Objective D
1. Instruction on college  June 89  July 89  Aug 89
2. Collaborative effort w/ UC and CSU - system  March 89  June 89  Aug 89
3. Parent's orientation and progress meetings  June 89  July 89  Aug 89

### Activities Related to Objective E
1. Chaffey career informational sessions  July 89  --  Aug 89
2. Career exploration activities  July 89  --  Aug 89
3. Job shadowing and informational interviews  Aug 89  --  Aug 89

### Activities Related to Objective F
1. Chaffey Foundation overseeing fund-raising activities  May 89  Continuous
2. Chino Chamber and AIBA fund raising  May 89  Continuous

Activities Related to Objective G
1. Administration of pre-test and post-test for evaluation of student progress  June 89  Aug 89  June 90
2. Evaluation of student grade reports  Dec 89  --  June 90
3. Participant and parent evaluation of summer project  Aug 89  --  --

Activities Related to Objective H
1. Establish meeting dates and contact parents  May 89  July 89  Aug 89
2. College presentations to parents  July 89  --  --
3. Consultant presentation and development of parent materials  May 89  --  Aug 89
4. Video and instructional materials  May 89  --  Aug 89

PROJECT ORGANIZATION
General Approach

Chaffey College is located 45 miles east of Los Angeles in the city of Rancho Cucamonga. The college is the oldest community college in California. Founded in 1881, it has been in operation for 104 years, with a 3 year closure due to World War I. It is one of the college's primary objectives to provide educational programs responsive to the needs of the community which it serves.

Over the past two years, Chaffey has been actively involved in a collaborative effort with the eight comprehensive high schools, three continuation high schools, two adult schools, and various community organizations to provide alternative educational programs for youth who have dropped out of high school. The California Community College Chancellor's Office has provided funds through the Carl D. Perkins Vocational Education Act to support the establishment and administration of Project Second Chance as a model program for community colleges to actively participate in efforts to recover high school dropouts. One hundred and seventy-eight thousand dollars have already been committed to develop this program. To date, over 480 students have been served by Project Second Chance.

Due to the tremendous demands on this project to serve students who have already dropped out, very little attention has been paid to dropout prevention. Prevention Coordinators of SB 65 programs in the school districts served by Chaffey have been in regular contact with the director of Project Second Chance hoping to develop some kind of cooperative effort with the college to serve the "at risk" student in the junior high school age group. Initial efforts and discussions have resulted in the general concept for this proposed program.
The most vocal district has been Chino Unified School District. Through the efforts of their SB 65 Coordinator, Chino has aggressively pursued this proposed joint effort to pilot a summer program for the purpose of intervening with "at risk" children. The combined expertise of Project Second Chance staff and Chino's SB 65 Coordinator provide a sound base for building a model program for other community colleges and school districts to follow. It is likely that, if funded, Project Intercept, like its parent program, Project Second Chance, will be recognized for its innovative approach to a most critical social problem.

Chaffey College is uniquely qualified in its ability to serve students through this proposed program. Chaffey offers three centers for remediation of basic skills; each equipped with a variety of learning resources to provide participants with different approaches to improving their skills. Since these centers offer open entry, self-paced college credit courses, students will be able to earn college credit for the work they complete in the labs.

Chaffey also offers many programs in vocational technical areas, as well as, pre-transfer academic programs. Participants will have access to hands-on demonstrations by faculty in those areas to introduce them to educational programs of study and careers. Some of the programs to be highlighted include Broadcasting, Art, Computer Science, Aeronautics, Drafting, Allied Health, and the Life Science programs.

The goal of providing continued funding for the project and guaranteeing its participants full scholarships will be undertaken by the college's foundation. It will be assisted by the Alliance of Latino Business Association and the Chino Chamber of Commerce. The foundation is in its second year of operation and has already raised $200,000.00 for other Chaffey College projects. A.L.B.A. is presently organizing its scholarship program and has determined this proposed project, if funded, would be an excellent opportunity to get involved with assisting youth in the community.

Since students will be attending classes at both the Chaffey campus and a Chino district campus, classroom space will be allocated at both locations. The Chino Unified School District will provide transportation for the children to and from Chaffey College from a Chino pick-up site. Campus facilities at both Chaffey and Chino districts will be available for project use. The Project Second Chance offices at Chaffey College will be utilized as the central office for the project.

Staffing
1. Director  Ricardo Diaz  100%
2. Instruction/Outreach  Ralph Lara  100%
3. Instructional Aides  10 college open students  30 hours each
4. Recreational Coordinator  Open  9 hours per week
5. Video Documentary Coordinator  Mike Suarez
6. Expected Outcomes

[NO "OUTCOMES" ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]