<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1989-90</td>
<td>89-0001</td>
<td>Chaffey</td>
<td>Chaffey</td>
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**Project SECOND CHANCE**

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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tr>
<td>Grant = $37,075</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Implementation Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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**PROJECT DIRECTOR**

Ricardo Diaz, Director

**PROJECT SUPERVISOR**

Inge Pelzer, Dean Student Support Services

**PROPOSAL DESCRIPTION**

The project is designed to serve students that previously dropped out of high school. Students are from underrepresented groups with a higher risk of dropping out of college. The program combines remediation of basic reading and writing skills instruction with college adjustment and orientation efforts.
Project Second Chance

The project proposes to serve 90 students that previously dropped out of high school who enroll at Chaffey College through Project Second Chance. These high school dropouts are from primarily underrepresented groups with a higher risk of dropping out of college because of the lack of preparation for the college experience and lower level academic skills. This program will combine remediation of basic reading and writing skills instruction with college adjustment and orientation efforts and instruction to assist program participants transition into college to reduce the attrition rates of these students.
1. Specific Educational Program Being Addressed

NEED
Description of Need

California ranked 34th among the states in the percentage of 9th graders who graduated from high school. Only 16 states were reported as having higher dropout rates. According to a study conducted in the early 1890's, 36% of California's 17 year old population did not possess high school diplomas. The percentage of 17 year olds failing to complete high school dropped 13.1% the last decade.

Characteristics of the Population and Numbers to be Served

There are a multiplicity of characteristics that pertain to the dropout population. While the percentage rate for minorities is greater than those for Anglo, four times as many whites drop out as compared to people of color. Whites represent 60% of California's dropout population. Dropouts have low grades and are more likely to be in general or remedial courses rather than college prep classes and they are alienated from school. Most dropouts dislike school and have not succeeded in high school. Low grades and failure of classes are early warning signs of the dropout. Pregnant teens make up a large portion of the women who drop out. Low basic skill levels, evidenced by the inability for the dropout to pass district proficiency tests, are another characteristic of this population. Over-aged students, 18 and 19 year olds that have not completed their required courses or minimum units to graduate have few options but to drop out. And, students in need of economic relief leave school to work to help make ends meet at home.

This project proposes to serve 150 dropout students over a one year period. A small step towards a significant goal to help a population in need.

California's dropout rate is calculated on the basis of the number of students enrolled in the ninth grade compared to the number graduating from the twelfth grade four years later. The decrease may even be higher due to the steadily increasing population growth in California,
particularly that of aged residents.

The statewide attrition rate for the 1986-87 school year has been calculated at 32%. Locally, the high schools served by Chaffey College fall into San Bernardino County boundary lines. Due to rapid population growth, San Bernardino County high schools have an average attrition rate higher than the state's. For the class of 1983, attrition rate for San Bernardino County high schools were 32% The overall dropout rate for the high schools within Chaffey College district boundaries was calculated at 24%.

In 1987, the California Community College Chancellor's Office funded Project Second Chance as a pilot. This program was created to recover high school dropouts in the Chaffey College district service area and enroll them in Occupational programs of study. The evaluation of this model demonstration program showed rated this population could be motivated to achieve and follow through on vocational goals with appropriate support. Since September of 1987, 401 dropout students have been identified and served. After an initial interview, background information was collected and participants began the enrollment process. This process includes assessment of basic skills, the establishment of a vocational/educational plan, orientation to the college and registration into classes. Of the identified, 352 actually enrolled in classes at the college. A total of 87% of the prospective participants actually completed the three to four weeks of preparation for enrollment. Of the that enrolled in classes, 174 still remained active in courses as of fall quarter of 1988. The total attrition rate for the program was 49% compared to 44% overall attrition rate for the college. The previous attrition rate for this target group was 78% for 1986-87. Project Second Chance students were slightly higher risks to leave college than the regular college student and significantly less likely than previous high school dropouts who did not participate in the project.

Project Second Chance students benefited from the various support services available; including tutoring in reading, writing, math and GED preparation; a college survival training course for instruction on study skills, time management and a forum to deal with adjustment to college; a career exploration course to make progress leading towards a vocational decision; counseling on personal, career, academic and life planning issues; monitoring of their progress for feedback through the phone follow-ups, faculty progress checks and on-going progress checks in the labs; and pre-employment preparation and placement through the Cooperative Education program.

The activities of this project, past, present and proposed, center around the acquisition of reading, writing and math skills to attain basic skill competencies. The attainment of competency in the basic skill area serves as the foundation for other activities in the project, including vocational training, relevant on-the-job work experience, pre-employment preparation, enrollment in a college transfer program, or AA/AS degree program.
2. Specific Problems Being Addressed

Specific Problem Being Addressed

High school dropouts enrolling in college programs of study through Project Second Chance in the past have benefited from instruction on adjustment skills necessary to succeed at the college. This course is part of the first quarter enrollment instructing students on study skills, test taking skills, lecture note taking, time management while providing a forum for discussing the personal and academic issues and concerns confronted while adjusting to the college experience.

During the first quarter of enrollment, students are also enrolled in basic skills courses in English (reading and writing) and math. This program of study may also include a general education course or an introductory content course depending on student's academic capabilities.

Project participants have encountered the greatest amount of difficulty in adjusting to the college experience due to the lack of continuity between instruction and student support services. Counseling and guidance services are useful, but often reactive rather than proactive. Students encountering difficulties in adapting to renewed participation in academic related endeavors often need immediate attention paid to frustration and personal problems that occur while in the classroom experience. The most difficult aspect of transitioning from the unsuccessful high school experience to college is the awareness that the learning experience is no longer a forced one, but rather an experience of choice. This carries with it a burden of responsibility foreign to students who have previously not been responsible for their learning experiences. Consequently, the lack of a closely knit, highly integrated learning experience addressing both academic and affective issues is detrimental to this high risk population.
3. Population To Be Served

[SEE “PROGRAM” SECTION OF THIS DOCUMENT.]
4. Objectives

Objectives
1. To develop curriculum integrating basic skill remediation in reading and writing with college orientation and adjustment instruction.

2. To provide high risk previously dropped out students with an integrated program of study addressing remediation basic skills and college adjustment and orientation issues.

3. To provide instructional support in the classroom through instructional assistants with advanced English skills.

4. To closely coordinate specialized instructional activities with existing support services offered through Project Second Chance.

5. To lay the foundation for continued specialized instruction for at risk previously dropped out population through the training and development of existing faculty.
Activities and Timelines ~

Activities Related to Development of Integrated Curriculum

1. Establish a curriculum development committee made up of project counselor, project director and English instructor.
   Timeline: 9-1-89 to 9-15-89

2. Review existing curriculum for college adjustment and orientation course and basic skills remediation courses in reading and writing.
   Timeline: 9-1-89 to 10-15-89

3. Develop new curriculum integrating college orientation and adjustment subject matter with remediation of basic writing and reading instruction.
   Timeline: 10-15-89 to 11-15-89

4. Develop and secure instructional materials and resources needed for newly established course.
   Timeline: 10-15-89 to 11-15-89

5. Submit curriculum to curriculum process for approval.
   Timeline: 11-15-89 to 12-15-89

6. Add newly formed course to course offerings in college schedule.
   Timeline: 12-15-89

7. Establish review process for improving and updating course throughout the year.
   Timeline: 11-15-89 to 12-15-89

Activities Related to Integrated Instruction

1. Participants will enroll concurrently in college adjustment and orientation course and remedial courses in writing and reading.
   Timeline: 11-15-89 to 6-30-90

2. Participants will receive instruction from project counselor on college survival techniques such as study skills, test taking, lecture note taking, time management, strategies for successful classroom behavior, orientation to college services; and at the same time concurrent instruction using this subject matter for review of basic writing and reading skills by the project English instructor.
   Timeline: 1-3-90 to 8-30-90
3. Participants will also receive instruction through a holistic writing course concurrently taught by English professor and counselor where the various issues and concerns encountered by these students will be the subject matter used for writing assignments. Extraneous issues and personal concerns such as motivation, responsibility, family, self-esteem, financial concerns, career exploration and emotional problems will serve as a source for writing assignments.
   Timeline: 1-3-90 to 8-30-90

Activities Related to Instructional Assistants

1. Five student instructional aides will be hired to work with the instructors to assist in classroom activities. These students will be hired for their sensitivity to the target group and their advanced English skills.
   Timeline: 11-15-89 to 8-30-90

2. In the classroom, the instructional aides will be assigned to students. Classes will have no more than 2 per class. Assignments will be developed to include direct tutoring and assistance by these instructional aides.
   Timeline: 1-3-90 to 8-30-90

3. Outside of class, the instructional aides will follow-up on student progress in other enrolled classes and serve as a mentor/peer counselor to assist students in adjustment to the college experience and preparation for the GED examination.
   Timeline: 1-3-90 to 8-30-90

Activities Related to Coordination With Existing Project Services

1. Students will be instructed by project counselor during lesson on accessing college and project services on the various support services available through the college. This lesson will include a writing skills assignment describing their visitation to each of the different service areas answering questions on the services available to them.
   Timeline: 1-3-90 to 8-30-89

2. Project counselor will coordinate the scheduling for the following quarter through the course.
   Timeline: 1-3-90 to 8-30-90

3. The course will be used to identify students with various problems or concerns that might be addressed by college or project services. Such issues as financial aid, personal problems, job needs, career exploration, poor attendance and difficulties in basic math or English skills will be addressed directly in lessons or individually with each student as they arise.
   Timeline: 1-3-90 to 8-30-90
4. Background information will be collected and maintained in a central, confidential file for each program participant. This information will be used to document progress of each participant, as well as maintaining information needed for follow-up on each student.
   Timeline: 1-3-90 to 8-30-89

5. Project students will enroll through Project Second Chance where they will be tested for basic skill proficiency, given an orientation to college, counseled to develop an educational plan, then scheduled for classes.
   Timeline: 11-15-89 to 6-30-90

Activities Related to Continuation of the Specialized Instruction

1. Report results of instruction to College Board of Trustees to gain support for continued efforts.
   Timeline: Mid-report 3-15-90   Final report 8-30-90

2. Work with college curriculum committee to adopt newly developed curriculum into body of college curriculum.
   Timeline 3-15-90 to 6-15-90

3. Work closely with Chair of the Language Arts division reporting results and progress to gain support for continuation of specialized courses beyond the funded year.
   Timeline: 9-1-89 to 8-30-90

4. Meet with Director of EOPS and Director of Counseling and Matriculation to report outcomes of the project to evaluate the prospects of expanding efforts to include students from both areas that need the additional support.
   Timeline: 1-3-90 to 8-30-89

PERSONNEL

The project director will oversee the implementation of all the project objectives and activities and report the outcomes as stated in the dissemination plan.

The project director will report to the Dean of Student Support Services, Dr. Inge Pelzer. She in turn will report all project progress to the Executive Vice President, the President, and the Board of Trustees for the district.

The project director will be responsible for identifying the prospective participants, collecting background information, and overseeing the testing of basic skills. The project director will also counsel students to establish an educational plan and serve as the counselor for all students in the program on issues and concerns related to personal, career, and academic matters. The director will also co-teach the writing skills college adjustment course along with a career exploration course. He will supervise the project instructor and instructional assistants. It will
also be his role to participate actively in the development of curriculum to be used in the college adjustment writing skills course.

Ricardo Diaz is targeted for the position because of his extensive previous experience with work done at the community college level with high school dropouts. He has served as the previous Director of Project Second Chance for the past two years.

The project instructor will be responsible for co-teaching two sections of the writing skills/college adjustment course. The project instructor will be a tenured faculty member of the Language Arts Department who will assist in the development of the curriculum needed for this specialized course. She/he will also develop study materials and writing activities to accompany the course.

Five project instructional aides will participate actively in their pre-defined role in the classroom to work with students enrolled in the course. The students will be college students with high level English and communication skills. They will be hired and trained by the project director. As well as classroom responsibilities, these instructional aides will tutor students outside of class, assist in the follow-up on student progress in other classes, and assist the director in other facets of the project.

MATERIALS

One hundred and fifty textbooks on study skills and personal self awareness study workbooks will be purchased for participants. The same number of textbooks will be purchased for remediation of writing skills and reading improvement. The instructor’s manuals for each of the texts used will also be secured. General classroom supplies such as chalk, poster size writing pads and a stand up easel will also be procured. One hundred and fifty three ring notebooks with dividers and notebook paper will also be provided. A calendar planning guide and basic organizer will be included with each notebook. General office supplies will also be purchased for use by project counselor, coordinator, instructor, and peer tutors.
6. Expected Outcomes

OUTCOMES OF THE PROJECT

1. Overall retention rate of 60% of all project participants through the first segment.

2. Overall retention rate of 50% of all project participants through the second segment.

3. Overall retention rate of 45% for all project participants through entire process and subsequent enrollment in courses beyond intersegmental program.

4. Establish the foundation for broader commitment on behalf of the college to continue program for not only high school dropouts, but all underrepresented, disadvantaged students.

5. Integrate Student Support Services and Instruction in joint efforts to retain students through the development.

PROBABLE IMPACT

The greatest impact this program will be on the building of a solid bond between Instruction and Student Support Services to retain students who have the highest likelihood of dropping out of college because of their previous poor record of dropping out of high school. This joint effort will integrate two distinct functions of the college to form a safety net for these high risk students. If achieved, the desired outcomes will lay the foundation for continued support for this type of program, not only with the high school dropout, but all underprepared and underrepresented students. The college has already taken a major step in that direction by committing one full-time counselor to working exclusively with this population in the Student Support area. If expanded as proposed, the college will benefit from increased revenue generated from lower levels of attrition and greater enrollment in courses. This aside from meeting a dire social need in the Chaffey College District.

POTENTIAL FOR ADAPTATION AT OTHER COLLEGES

The evaluation and dissemination plans outline steps that will be taken to provide information to other colleges about this program. Because it is addressing a major social problem and provides a formula for serving other underprepared, disadvantaged students, this program has the potential for widespread utilization and implementation at community college across the country as well as throughout the state.
EVALUATION PLAN
The project will pre-test all participants reading and writing skill levels locally developed tests for reading and writing placement. Participants will also be administered the Hallberg College Survey for identification of attrition, characteristics to measure personal barriers for success. Student progress in writing will be measured by increase in mastery of writing skills up through essay development. Reading skills will be measured by adequacy in student’s capability to pass the reading components of the pre-GED test and satisfactorily complete and report on reading assignments in the guidance course. Participants will also be administered a post test of the Hallberg Survey after completion of the advanced section of the college survival course to determine if there is a reduction in attrition characteristics visible in student’s overall attitude about college.

The primary indicator measuring the success of this program will be the attrition-rate of students entering each of the segments of this program. Three levels of progress will be measured by: 1) the number of students completing the first segment of the writing, reading and guidance course; 2) the number of students completing the advanced segment; 3) the number of students successfully matriculating on to a college program of study after completion of the guidance sections.
8. Dissemination Plan

DISSEMINATION
A summary report will be submitted to the California Community Colleges Chancellor’s Office, the Chaffey College Board of Trustees, and the Chaffey College faculty, staff and administration. The results of the program will also be submitted to various clearinghouses and professional organizations, including the-ERIC Clearinghouse, American Association of Junior Colleges, and California Association of Community Colleges. At the request of any other community college, a copy of the report, program materials, and any other useful information for replicating this program will be provided.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]