CALIFORNIA COMMUNITY COLLEGES
AND
LOS RIOS
COMMUNITY COLLEGE DISTRICT

#89-0012
<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989-90</td>
<td>89-0012</td>
<td>Sacramento City</td>
<td>Los Rios</td>
</tr>
</tbody>
</table>

**Early Start Program (ESP)**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $34,046</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Mentor Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Retention</td>
<td>Outreach</td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry Tucker, VP Student Services</td>
<td>Barry Tucker, VP Student Services</td>
</tr>
</tbody>
</table>

**PROPOSAL DESCRIPTION**

The purpose of this project is to modify and expand the Early Start Program (ESP) at Sacramento City College. ESP is a dropout prevention and student retention partnership model. Its primary thrust is to reduce the number of students eligible for post-secondary education and employment.
Early Start Program (ESP)

The Sacramento City Unified School District (SCUSD) service area dropout rate (12.1%) is considerably higher than the State of California’s average rate of 7.2%. In real terms, approximately 2,000 students from a population of 14,688 annually leave school. When the dropout rate is examined over a three-year period (1983 - 86), the cohort is 38.7%. By all indications, this trend will continue unless concrete action is taken to go beyond the stopgap interventions normally applied, and to ensure the institutionalization of an early warning and impact evaluation system directed at increasing the rate of retention of children in our local schools.

The purpose of this proposal is to modify and expand the Early Start Program (ESP) at Sacramento City College. ESP is a dropout prevention and student retention partnership model. Its primary thrust is to reduce the number of middle school non-completers and to increase the number of students eligible for post-secondary education and employment. The project is conducted by partnership among Sacramento City College, Sacramento Unified School District and the Sacramento Urban League who come together to collectively address the high percentage of dropouts in local schools.

This project addresses the need to A) strengthen on-going collaborative efforts to retain students and reduce dropout rates; B) further develop and expand a continuum of comprehensive student support services as preventive strategies to student dropouts; C) establish an evaluation and information system to measure student progress and the efficacy of student support services, and D) to improve data collection, data analysis, and information-reporting procedures.

The Summer Middle School Early Start Program was begun in 1986 and addresses the needs of 8th graders who have visited the campus in previous years. The program expansion and modification, modeled after the earlier program, will create an intervention program, the Summer Senior Early Start Program, for those students who are now in the 10th, 11th and 12th grades. A major component will allow for workshops on self-esteem, ACT & SAT testing, admissions, grants and support programs for underrepresented students in all post-secondary educational segments. It, also, will identify students to serve as mentors in five (5) area high schools during the fall semester.

The project will be implemented as a partnership effort using parent volunteers, advisory
committees, and a collaborative project team with administrative, professional and support staff from University of California, Davis, California State University, Sacramento, University of Pacific and Sacramento City College.

The model is based on the premise that a continuum of carefully designed, integrated, and accessible comprehensive services support, for students from middle school to the post-secondary level, will increase student retention and academic success.
Early Start Program (ESP)

1. Specific Educational Program Being Addressed

PROGRAM AND SERVICES TO BE ADDRESSED: PROBLEM

An informal student services committee met with the college research officer to discuss the lack of significant enrollment by Blacks and Hispanics at Sacramento City College. Also of concern was the attrition rate at the college among those enrolled.

The meeting quickly focused on the problems of high risk underrepresented minorities in the area public schools as well as those at Sacramento City College. The list of problems generated tended to cluster into six major categories:
2. Specific Problems Being Addressed

PROBLEMS

A. Low Self-Esteem. Motivation
   1. Lack of motivation to pursue education goals
   2. Low self-esteem/confidence
   3. Unclear values/lack of direction in life

B. Inadequate Skills
   1. Low basic skills in reading, writing, and computation
   2. Emphasis on TV/electronic media versus reading
   3. Poor critical thinking & problem solving skills
   4. Poor study habits and skills

C. Inadequate Student Support Systems
   1. Lack of positive role models (especially parents, males)
   2. Limited parental involvement
   3. Inadequate attention (time and quality) from teachers and counselors.
   4. Teacher/counselor biases/attitudes (negative "self-fulfilling prophecy" and "labeling")

D. Youth-related Social Problems
   1. Drug abuse
   2. Gangs
   3. Teen pregnancy
   4. Health/nutritional problems

E. Negative Attitudes/Expectations toward Education
   1. Perceived irrelevance of education to own future
   2. Negative cultural expectations regarding the value and purpose of education
   3. Negative peer pressure

F. Limited Knowledge to Educational Access and Resources
   1. Ignorance of available educational opportunities & options (especially at community colleges)
   2. Limited understanding - how to pursue college education
   3. Limited knowledge/access to financial aid (on part of parents and students)
   4. Financial pressures to work versus attend school
These six categories of problems faced by underrepresented minority youth may be viewed as contributing to some overall "outcome" or "indicator" problems, such as:

- higher drop-out rates from middle school
- lower two-year and four-year college enrollment rates, and
- lower college retention and student success rates.
3. Population To Be Served

3. POPULATION TO BE SERVED

While the college has had several programs in place for a number of years to address these problems (outlined elsewhere in this proposal), it was determined that among other efforts, increased emphasis should be placed in the college's articulation activities with the Sacramento City Unified School District (SCUSD). Within the educational partnership, on-going research and surveys have been employed to study the problem.

### District Dropout Percentages by Grade
Using October Enrollments for the Years 1980-86

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3.9</td>
<td>10.9</td>
<td>6.9</td>
<td>19.6</td>
<td>14.1</td>
<td>15.9</td>
</tr>
<tr>
<td>10</td>
<td>16.7</td>
<td>17.6</td>
<td>18.2</td>
<td>12.6</td>
<td>16.1</td>
<td>20.9</td>
</tr>
<tr>
<td>11</td>
<td>14.7</td>
<td>29.4</td>
<td>25.9</td>
<td>14.2</td>
<td>17.1</td>
<td>19.4</td>
</tr>
<tr>
<td>12</td>
<td>10.4</td>
<td>23.9</td>
<td>27.4</td>
<td>11.7</td>
<td>15.9</td>
<td>16.6</td>
</tr>
<tr>
<td>All Grades</td>
<td>12.2</td>
<td>19.9</td>
<td>18.3</td>
<td>12.2</td>
<td>15.7</td>
<td>19.2</td>
</tr>
</tbody>
</table>

Among Black and Hispanic youth the rate of attrition is even higher, 44%.
4. Objectives

PROJECT OBJECTIVES

1. Recruit 50 former ESP students into a Summer Senior Early Start Program

2. Utilize Articulation Specialist to supervise and oversee the program

3. Employ two (2) part-time paraprofessionals (Student Personnel Assistants - SPA’s) to assist instructors, supervise mentors, chaperon campus tours, provide liaison with area schools, and assist with student follow-up.

4. Identify ten (10) student assistants as mentor/tutors from former ESP programs to serve on a 1 to 5 mentor to student ratio.

5. During the Fall, identify two (2) 1989 Summer Senior ESP students from each of five (5) area high schools who, under the supervision of a high school counselor, will serve as mentor/tutors to former Middle School ESP participants enrolled at the respective schools.

6. Continue to collaborate with and utilize the services of the Sacramento Urban League and other community organizations to garner support from the public and private sectors.

7. Encourage parent involvement through continued promotion of the Parent Advisory Committee (PAC)

8. Evaluate initial student success in retaining program subject matter through post testing.

9. Through SCC and SCUSD research offices track students' completion and attrition rates, their successes and failures, through initial employment, or enrollment in a post-secondary institution.
5. Workplan Narrative

PROPOSED SCHEDULE

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact High Schools</td>
<td>September 4, 1989</td>
</tr>
<tr>
<td>School Administrator/Counselor Meeting</td>
<td>September 15, 1989</td>
</tr>
<tr>
<td>Designate Students for Mentor/Tutor Program</td>
<td>August 25, 1989</td>
</tr>
<tr>
<td>Conduct Saturday Academy Sessions</td>
<td>1st Saturday in Oct. 1989 - May 1990</td>
</tr>
<tr>
<td>Identify Instructors</td>
<td>May 31, 1990</td>
</tr>
<tr>
<td>Contact Parents/Students</td>
<td>May 1, 1990</td>
</tr>
<tr>
<td>Advertise support staff positions</td>
<td>June 1, 1990</td>
</tr>
<tr>
<td>Employ Specialist and other support staff</td>
<td>July 5, 1990</td>
</tr>
<tr>
<td>Support Staff Orientation and Training</td>
<td>July 6/7, 1990</td>
</tr>
<tr>
<td>Schedule Parent/Student Conference Night</td>
<td>July 6, 1990</td>
</tr>
<tr>
<td>Begin Summer Middle School Early Start Program</td>
<td>July 9, 1990</td>
</tr>
<tr>
<td>Pre-test Identified Program Participants</td>
<td>July 9/10 1990</td>
</tr>
<tr>
<td>Begin Summer Senior Early Start Program</td>
<td>July 9, 1990</td>
</tr>
<tr>
<td>End Summer Middle School Early Start Program</td>
<td>August 2, 1990</td>
</tr>
<tr>
<td>Post-test Program Participants</td>
<td>July 25, 1990</td>
</tr>
<tr>
<td>End Summer Senior Early Start Program</td>
<td>August 2, 1990</td>
</tr>
<tr>
<td>Banquet Awards Ceremony</td>
<td>August 2, 1990</td>
</tr>
<tr>
<td>Compile Manual for Program Replication</td>
<td>August 21, 1989</td>
</tr>
</tbody>
</table>

BACKGROUND

CURRENT EARLY START PROGRAM
In 1980 an initial effort to articulate with the Sacramento City Unified School District (SCUSD) and address the high drop-out rate, the college began the Middle School Visitation program. Approximately 350 eighth grade students from Sam Brannan Middle School responded to an invitation to tour the Sacramento City College campus.

The program's purpose was to introduce and acquaint the students to a college environment, thereby alleviating initial barriers that may have existed; also, of course, to allow early exposure to the possibilities of higher education. The visits were scheduled for one-half day twice a month, and through tour guides composed solely of faculty, administrators and staff, the eighth graders were given on-site, ten (10) minute orientations to seven academic and student services sites on campus.

The program was well received and in ensuing years was expanded to each of the ten middle schools in Sacramento City Unified School District (SCUSD). Transportation was provided by the school district and currently has priority status. Since 1980 more than 13,000 eighth graders have toured the campus and participated in the special programs.
SUMMER MIDDLE SCHOOL EARLY START PROGRAM

Realizing the growing need to articulate with area schools and community organizations, the position of Articulation Specialist was created in 1985, and with seed money from the Ford Foundation, Sacramento City Unified School District (SCUSD) and Sacramento City College, the Summer Early Start Program was begun in 1986.

Working with staff and representatives from Sacramento City College, Sacramento City Unified School District (SCUSD), the Sacramento Urban League, and school parent groups, this project built upon the Middle School Tours to address the issues of student dropout. The thrust was active participation of the educational partnership which focused on student support services that encourage student retention and academic achievement. This approach targeted specific academic and support services to appropriate age and grade levels.

Students from the middle schools were recommended by the principals and counselors to participate in the summer program. The students recruited were from underrepresented groups who need, because of economic and societal disadvantages, extra attention to encourage them to stay in school and succeed.

A letter was sent to the designated students and their parents inviting their participation. Those who responded attended an orientation meeting where the program was delineated. The program was, and is currently, scheduled for four weeks, from 8:30-4:30, Monday through Thursday. The daily schedule is as follows:

Monday through Thursday (4 weeks)
8:30 to 9:15 Computers
8:30 to 9:15 Reading/Writing
9:45 to 9:30 Break (supervised)
9:30 to 10:15 Repeat class one and two with students exchanging sections
10:30 to 11:15 Mathematics
10:30 to 11:15 Language Arts
11:15 to 11:30 Break (supervised)
11:30 to 12:15 Repeat class three and four (math and language arts, students exchange sections)
12:15 to 1:00 Lunch (Lunches are provided free of charge by the Sacramento City Unified School District)
1:00 to 1:30 Revelations (counselor-student interaction) 1:30 to 2:30 Self-Esteem/Drug Awareness
2:30 to 4:30 Recreational program
   Modern dance
   Basketball
   Volleyball
   Ping Pong
   Board Games
Each class has three to five teacher assistants/tutors including the recreational program.

Staffing is a key to the success of the program. Successful students and community members, particularly from underrepresented groups are hired at a ratio of 1 staff to 5 students. Special awards for students include Sacramento King (professional basketball team) tickets, admissions to team practices and t-shirts.

OTHER PROGRAM COMPONENTS

- Eight (8) 1986 Summer Early Start Program participants were hired to serve as mentors and tutors for the 1987 summer program.

- Eight (8) 1987 Summer Early Start Program participants were hired to serve as mentors and tutors for the 1988 summer program. These tutors/mentors are chosen after meeting four criteria: (1) 2.5 grade point average, (2) no attendance problems, (3) no discipline problems, and (4) recommendation from faculty and/or counselors.

- Parents signed an Academic Release Authorization form to allow Sacramento City Personnel to follow students' progress through high school.

- An evening awards ceremony was held at the end of each summer session. Community and family members are invited to attend.

- EARLY START PROGRAM STEPS TO SUCCESS
  The Early Start Program design seeks to provide a continuum of service components for students from middle school through the baccalaureate degree. A brief synopsis:

  ■ Middle School Tours and Summer Program
    Students tour Sacramento City College campus, have the opportunity to visualize themselves in college, and to learn about the importance of scholastic planning and basic skills. The summer program offers an intensive four-week program involving students in academic courses and personal growth activities. Parents are informed about future opportunities for their children.

  ■ Tutoring and Mentoring - 9th and 10th Grades
    Tutoring is available throughout the school year in easily accessible sites
in the community. Tutors are volunteers from the community and area colleges. Sacramento City College faculty members, community representatives, and student mentors serve as role models for students.

- **Career Exploration and Employment - 11th Grade**
  Using facilities of the Sacramento City College Career Center, Early Start Program students explore various career possibilities. The process includes personal interest inventories, computerized career information, and personal counseling.

- **Senior Early Start Program - 12th Grade**
  12th graders provided individualized services for early admission, assessment, orientation, and registration at Sacramento City College. The purpose is to facilitate the students’ transition to and success at Sacramento City College.

- **Sacramento City College - AA Degrees/Certificates**
  While at Sacramento City College earning an associate degree or professional certificate, Early Start Program graduates may participate in a comprehensive range of instructional experiences, student support services, and cultural opportunities. Sacramento City College maintains its reputation for excellence in all of these areas.

- **The Transfer Center**
  Rated #1 in the state, it is a Program of the Counseling Center designed to assist students in transferring to a four-year college or university. The Center also sponsors a Transfer Admissions Agreement, which guarantees admission to those students completing specified admission criteria for California State University, Sacramento, University of California, Davis and University of Pacific. Concurrent enrollment at University of California, Davis with fees waived is also available to Sacramento City College students through the Transfer Center.

Following are brief course descriptions:

**ENGLISH**
Instructor: Bernie Goldberg
Course Description: Students will be taught the basics of improving their understanding of what they read. A strong emphasis on unifying ideas when writing academic paragraphs and powerful sentence structures will be taught. Grammar, spelling, and reading exercises will assist the students to improve speed and comprehension in reading. Tutorial Assistance is available from the ESP staff.
COMPUTER FAMILIARIZATION
Instructor: Michael Dixon
Course Description: This course will acquaint students with computers, computer languages, and programming. Students will have hands-on operation using microcomputers. Students will also become familiar with computer terminology and how it applies to the world of work. Tutorial Assistance is available from the Early Start Program staff.

CREATIVE LANGUAGE ARTS
Instructor: Norma Kohout
Course Description: Students will be taught how to speak in front of an audience, how to construct and develop an idea from beginning to end, how to outline and how to work within time constraints when speaking. A reader's theatre will be established whereby students will act out various pieces of literature. Visualization will be introduced to the students which will involve literature, and the actual verbalizing of what they have read to the class. Upon completion of the major project, each student will present their results to the class and the results will be videotaped.

SURVIVAL MATHEMATICS SKILLS
Instructor: Linda Stroh
Course Description: The Survival Mathematics Skills course is specially designed for eighth grade students whether general or college prep. The course will cover the following topics:
(1) "Making Yourself Employable Through Mathematics": Review fractions, computing hours of work etc.
(2) "Can Interest Be Interesting" - Computing interest, State tax, etc.
(3) "Credit Card Addiction: Are You An Addict?"
Homework assignments will be made. Tutorial assistance is available from the Early Start Program staff.

ENRICHMENT SEMINARS
DANCE (Modern), 1988:
Instructor: Carolyn Himes
Description: Students will be taught various positions and steps in modern dance. Three dance routines will be taught and performed by students. This class will help the students develop and expand their creative and artistic abilities while emphasizing self-esteem, physical hygiene, and
self-confidence.
1988 - 89 MIDDLE SCHOOL TOUR SCHEDULE

SCHOOLS TOURN DATES
Alben Einstein September 22, October 6, 20, November 3, & 10, 1988
Cal Middle November 15, December 1, 8, & 13, 1988
Fern Bacon Basic January 5 & February 16, 1989
Fern Bacon March 2, 16, 30 & April 6, 1989
C. M Goethe April 20, May 4 & 16, 1989

SITE COORDINATORS
AERONAUTICS Phil Cypret
ART COURT THEATRE Michael Benjamin
BIOLOGY Tour Guide
CAREER CENTER William Smith
CERAMICS George Esquibel
COMPUTER SCIENCE Michael Dixon
COSMETOLOGY Camille Saiman
DENTAL HYGIENE Gail Kelly
LEARNING CENTER Wiecking/Sauer/Hajek
LIBRARY PHYSICAL Fred Milstein
SCIENCE Ralph Smith
WELDING Billy Crowe/Jim Uber

ORIENTATION
9:30 - 9:40 Photo session
9:40 - 9:45 Refreshments
9:45 - 9:55 Welcome

GROUP # I II III IV V VI
10:10-10:10 Career Dental Comp Biology Cosmo Learn
10:15-10:25 Acth Biology Learn Dental Career Comp
10:30-10:40 Aero Comp Bio/Lab Learn Acth Career
10:45-10:55 Ceram Learn Bio/Lab Comp Aero Cosmo
11:00-11:10 Weld Aero Phy.Sci Lib Ceram Phy.Sci
11:30 11:40 Comp Ceram Ceram Career Learn Lib
11:40-11:50 Board buses

PROPOSED EXPANSION OF EARLY START PROGRAM
The proposed Summer Senior Early Start Program will parallel the Summer Middle School
Early Start Program. Inasmuch as the target group differs, however, the objectives are
modified, with a greater emphasis placed upon support services and follow up.
While funds are available for the middle school Early Start Program, there is limited
accommodation for those enrolled in high school. It is proposed that, concurrent with the
Middle School Summer Early Start Program and the Middle School Tours, a Summer Senior
Early Start Program be established for the 54 students enrolled in 1986 who will be high
school seniors in Fall, 1989. If less than forty (40) of the 1986 students are able to participate,
an invitation will be extended to the 1987 ESP alumni. Sacramento City College seeks funds
in order to provide:

- workshops for taking the SAT and ACT tests
- workshops addressing self-esteem
- workshops on admissions, scholarships and special programs for underrepresented students in the California University, State University, private
  and community colleges
- workshops about drug awareness and other major concerns for today's youth

**INSTRUCTION**

Under the proposed training program schedule which follows, each higher education segment
will provide instruction about admissions, special programs and college funds as appropriate,
for one (1) week of the programs four (4) week duration. Thursdays are reserved for campus
tours.

Monday through Thursday (4 weeks)
July 10 - August 3, 1989

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 to 2:00</td>
<td>Field trips to and tours of University of California, Davis,</td>
</tr>
<tr>
<td></td>
<td>(Thursdays only) California State University, Sacramento, University of Pacific,</td>
</tr>
<tr>
<td></td>
<td>Sacramento City College</td>
</tr>
<tr>
<td>11:20 to 12:00</td>
<td>Admissions, Scholarships, Special Programs/ University of California, Davis, California State University, Sacramento, University of Pacific, Sacramento City College (2 groups)</td>
</tr>
<tr>
<td>12:15 to 1:00</td>
<td>Lunch (Free, provided by SCUSD)</td>
</tr>
<tr>
<td>1:00 to 1:15</td>
<td>Break (supervised)</td>
</tr>
<tr>
<td>1:15 to 2:05</td>
<td>Self Esteem/Drug Awareness (2 groups)</td>
</tr>
<tr>
<td>2:20 to 3:10</td>
<td>ACT/SAT Workshops (2 groups)</td>
</tr>
</tbody>
</table>

All instruction for the Summer Senior Early Start Program will be provided by staff from
Sacramento City College, University Of California, Davis, California State University,
Sacramento and University of Pacific with support from part-time personnel, student assistants
and parent volunteers. The admissions, scholarship and special programs covered will include
Student Affirmative Action, Upward Bound, College Headstart, Intermediate Outreach,
MENTOR PROGRAM

It is further proposed that two ESP students who have completed the 1989 Summer Program be chosen from each of five (5) high schools within the college service area: McClatchy High School, Burbank High School, Kennedy High School, Sacramento High School and Hiram Johnson High school.

Students chosen must meet the aforementioned criteria:

1. 2.5 grade point average
2. no attendance problems
3. no discipline problems
4. recommendation of faculty and/or staff.

During the fall semester, under the supervision of a high school counselor, these students, as 12th graders, will serve at their respective high schools as mentor/tutors for those students completing the 1988 Summer Middle School Early Start Program. Close coordination and periodic meetings with high school principals and counselors will ensure the integrity of this component.

Each mentor/tutor will be paid at $4.25 per hour for eight (8) hours per week. These students will also attend a once a month Saturday workshop for in-service training at Sacramento City College. The monthly one-half day Saturday workshops will be known as the "Saturday Academy" and will include instruction in Drug Awareness, Tutoring Techniques, Career Planning and SAT preparation. This plan will continue in ensuing years.

PARENTS ADVISORY COUNCIL

ESP parents from 1986 through 1989 will be contacted for their input as well as to solicit their support. At that time they will be invited to participate in the ESP Parent Advisory Council (PAC). PAC meetings will be scheduled throughout the fall in September, October, November and December, 1989.
6. Expected Outcomes

OUTCOMES
A. OBJECTIVES

It is projected that 80% of the Summer Senior ESP participants will complete the summer program; 90% of the completers will show positive results on the ESP post test evaluation; 90% of the completers, will receive a high school diploma; and 75% of these students will enroll in an institution of higher education or find meaningful employment upon graduation from high school. It is further projected that longitudinal studies will indicate, should money become available, Middle School ESP student completers will show a well above average retention rate through high school. Enrollments in higher education institutions among this group should also be higher.

B. PROBABLE IMPACT

The Early Start Program provides a rich opportunity for developing a longitudinal data base for tracking of students from middle school through a bachelor’s degree. With adequate funding, a comprehensive data base will be designed, developed and implemented. A data base for tracking Seniors has been developed as Sacramento City College and includes students who enrolled at Sacramento City College in Fall 1986. Data include both high school and college information such as: demographic data, high school attended, high school grade point average (GPA), assessment scores and initial reading and writing placement, college units attempted and completed by semester, cumulative college GPA, etc. Further expansion will include Summer Middle School ESP participants and necessary data for longitudinal tracking.

Subsequent research and analysis will answer questions of major importance about Sacramento youth’s academic progress, including retention and dropout factors. Quality research will also aid the educational institutions and the community in determining those educational programs and student support services which are most effective in assisting Sacramento youth in achieving their full potential.

C. POTENTIAL FOR CONTINUED SUPPORT

Sacramento City College and the Sacramento Unified School District have already demonstrated a commitment to address the problem outlined in this proposal. Several years ago the unified school district and the college developed a formal articulation agreement. This agreement is currently in force. The two entities will continue their commitment to seek funds and resources to address the problems of under representation and attrition.
D. POTENTIAL FOR ADAPTATION

Instructional methodology as well as printed and media resources will be maintained and a manual will be developed to allow for program replication throughout the state. The potential for adaption at other institutions is excellent.
7. Evaluation Plan

EVALUATION OF SENIOR ESP

In addition to post test scores of student retention of summer program subject matter, the following data will be monitored and analyzed:

- student completion and attrition rates
- post secondary courses taken, if applicable
- grade point averages through community college
- employment, or enrollment in a post secondary institution
- information on students’ motivation, self perception, college awareness and education/career goals

Moreover, anecdotal records will be compiled and maintained. Information gleaned from exit questionnaires such as the one developed for the 1988 Early Start Program will be compiled and analyzed. Staff, student, and parent surveys on program design and implementation will be developed and administered as part of the overall program evaluation. Periodic reports from counselors utilizing empirical methods will assist college staff in evaluating the on-site mentor program component.

In "All One System" by Harold L. Hodgkinson, the following summarizes the overall intentions of the Sacramento City College Early Start Program:

The rapid increase in minorities among the youth population is here to stay. We need to make a major commitment, as educators, to see that all our students in higher education have the opportunity to perform academically at a high level. The numbers of minorities are so large that if we do not succeed, all of us will have diminished futures. That is the new reality.
8. Dissemination Plan

DISSEMINATION PLAN

Upon approval of the State Chancellor’s Office reports will be disseminated to interested individuals statewide as appropriate. The contractor will work with other colleges, agencies and institutions as well as individuals through workshops and individual consultation. Workshop presentations will involve handouts describing the project format and results. Audio-visuals with graphics and computer demonstrations, where practical, will also be used. The manual which will be completed at the end of the project will be made available statewide.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]